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La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE



ECUMENISM: A PROTESTANT VIEW

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ECUMENISM



A PROTESTANT VIEW

BY THE REVEREND HORTON DAVIES, HON. LITT.D. '66,
PUTNAM PROFESSOR OF RELIGION, PRINCETON UNIVERSITY

THE AIM OF this essay is to show the "method in the madness" of those of us who are enthusiastic supporters of the Ecumenical Movement. I wish to explore four related aspects of a large and complex theme. (1) It is essential to begin with those difficulties and *Dangers* which prevent many otherwise devoted Christians from endorsing this movement for reunion. (2) Positively, I shall continue with outlining the strong case for reunion based on theological, historical, and pragmatic grounds; in short, we shall consider the *Desirability* of Ecumenism, which I believe is a demand. (3) Then some *Designs* for reunion will be examined. (4) Finally I shall stress—with the splendid examples of the two most recent Popes in mind—Pope John XXIII, of blessed memory, and Pope Paul VI—the need for a deeper *Dedication* to Ecumenism.

1. DANGERS

We must concede the relative strength of the viewpoint of those who are critical of or chill toward the movement toward the reunion of Christendom. There is a real peril that union might be achieved at the lowest common level. Lord Beveridge, the social reformer, wrote an account of his parents in *India Called Them*, in which he informs us that he fell in love with the lowest common multiple. "Oh that dear little L.C.M.," he shouted in an ecstasy to his mother. There are not a few exponents of ecumenism who have fallen in love with the Lowest Common Denominator of the Churches as a basis for reunion, as a result of which they plead only for a heartfelt ambiguity. It must be firmly stated that if the Churches in reuniting were to lose the spiritual treasures God has given them in separation by a universal bankruptcy, then they had better remain divided but solvent. That brilliant Catholic essayist, G. K. Chesterton, reminds us that a syncretism which denies all distinctions is properly called "religion going to pot." Our critics should be reassured that the leaders of the Ecumenical Movement aim at conserving as much as may be of the traditional treasures of the divided Communions, not dissipating them. The assurance may be given in the words of Archbishop William Temple at Edinburgh in 1937: "God be thanked we have left behind the habit of supposing that our tradition is perfectly true and the whole of truth, and are looking to see what parts of the unsearchable riches of Christ we have missed while others have them, so we are learning increasingly from one another."

An even more serious danger is the possibility envisioned by the critics that a huge superstructure of a single church might stifle the varieties of the gifts of the Holy Spirit. This view has been expressed by F. L. Carrick Smith as follows:

"... assimilation in what may be called the media of religion is something altogether different from unity in Christ. . . . We are like children who, playing with a paint-box, decide to try the effect of mixing all the colors together in the hope that some dazzling super-color will result. They are disappointed when they find themselves left with a dirty mixture between gray and brown."

Some would even go further and argue that unity in the Spirit exists already and that a corporate unity of the churches would be harmful. To this criticism a two-fold rejoinder may be made. In the first place, the New Testament does not envision a spiritual unity existing apart from a bodily or organizational unity. It manifests the community of Christians as a spiritual unity in the Body of

Christ. St. Paul's words are:

"There is one body, and one Spirit, even as you are called in one hope of your calling, one Lord, one faith, one baptism, one God and Father of all, who is above all, and through all, and in you all."

Clearly the Apostle speaks of the Church as an embodied unity, not merely as a spiritual unity; as an empirical unity of the present, not an ideal unity of the future. In the second place, if existing unity is adequate, how are we to account for the bewilderment, confusion, waste and inefficiency of different Churches calling to different shrines in the name of the same Christ? Historically, moreover, it can be shown that within the overarching unity of the mediaeval Church in the west there was a rich and flourishing variety of monastic and mendicant orders. Uniformity, provided it be widely interpreted, need not crush the diversity of the Spirit's gifts. Moreover, to stress variety for its own sake is to substitute the advertising slogan of a great canner of vegetables for the unitive reconciliation of the gospel!

2. THE DESIRABILITY OF REUNION

THE MOST SERIOUS consequence of a divided Christendom, splintered into a multiplicity of denominations, is that this constitutes an act of disobedience to the will of the only King and Head of the Church, Jesus Christ. Our divisions are not merely inconvenient or embarrassing or even 'unhappy.' They are traitorous. The real grounds for Ecumenism are theological based upon the revelation of God consummated in the Incarnation of our Lord and in the foundation of the Church as "the extension of the Incarnation." The motto of the Ecumenical Movement is *omnes unum sint*, a direct quotation from the High Priestly prayer of Christ offered immediately before the oblation of His torn and bleeding Body on the Cross for the reconciliation or At-one-ment of a divided world. The following words do, in fact, constitute part of our Lord's last will and testament to his friends down the ages: (I give the Moffatt translation, St. John 17.20-21, because of its vigorous phrasing and unfamiliarity):

"Nor do I pray for them alone, but for all who believe in me by their spoken word; may they all be one! As Thou, Father, art in me, and I in Thee, so may they be in us—that the world may believe that Thou has sent me."

Side by side with this should be placed a crucial appeal by St. Paul to the Corinthian church (1.10-13a):

"Brothers, for the sake of our Lord Jesus Christ I beg of you all to drop these party cries. There must be no cliques among you; you must regain your common temper and attitude. For Chloe's people inform me, my brothers, that you are quarrelling. By 'quarrelling' I mean that each of you has his party-cry, 'I belong to Paul,' 'And I to Apollos,' 'And I to Cephas,' 'And I to Christ.' Has Christ been parcelled out?"

A third citation will indicate that the Church in the New Testament is the beloved community of Christ abounding in supernatural love, transcending all racial, social and sexual distinctions in the world:

"There is no room for Jew or Greek, there is no room for slave or freeman, there is no room for male and female; you are all one in Christ Jesus."

are not merely inconvenient...they are traitorous'

The theological bases for Ecumenism are, then, these: the conviction that our Lord wills unity for all His disciples as a reflection of the unity of the eternal Son with the Father in the bond of the Spirit; secondly, that such unity will be an unmistakable token to a divided world of the integrating love of the Holy Trinity. If this is the testimony of God's word in the flesh then the existence of a divided Christendom convicts the denominations of a betrayal of Christ. It is also a caricature of the Church which now appears as a feud instead of a family. It is no exaggeration, therefore, to describe the tearing of the seamless robe of our Lord, as a sin against the Head of the Church and as blasphemy against the Holy Ghost, who is the very bond of peace.

THERE IS ALSO a very strong argument for Ecumenism which is historical in character. This is the recognition that only a truly catholic, or completely universal Church, in nature as well as in name, or claim, can truly express and embody the universal faith and life of Christians. A historical approach to the fissiparousness of the Churches would indicate that the schisms of the Church, stratified into denominations, have mutilated the Revelation of God in two ways. They have done this by doctrinal over-emphases safeguarded by the denominations as points of honor and by the loss of other emphases in the Christian Revelation which the denominations reacted against. The thesis may be illustrated by concrete examples. At the risk of over-simplification, it may be said that Martin Luther contended for *sola fide*, justification by faith alone through grace as the heart of the evangelical experience, over against the current emphasis of the Western Church on good works. Luther's recovery of the Pauline truth was a historical necessity, but its reappropriation in isolation led to an individualistic emphasis which ignored the fact that the experience of the gospel is both ecclesiastically transmitted and individually apprehended. The true relation of the individual to the religious community has been expressed by Berdyaev, the Russian Orthodox theologian in exile, thus:

"Religion not only binds and unites man to God, but it is the essential bond between man and his fellow-beings; it is both community and communion."

So completely was this corporate emphasis and man's need to cooperate with God in good works forgotten or ignored by Luther's followers that in time they became supine Pietists, with the creed which has been parodied as: "Sit down O men of God, His Kingdom He will bring." We shall not get unity by going back either to the Council of Trent or to the door of the Castle church in Wittenberg on which Luther placed his 95 theses.

Another controversy that loomed large in the turbulent skies of the seventeenth and eighteenth centuries was that between Calvinists and Arminians. Here again it would not be rash to seek for a reconciling synthesis. Calvinism, with its stress on Election and Predestination, did justice to the conviction of the Christian that his assurance lies not in his feeble grasp of Christ, but in Christ's firm hold on him. Arminianism stressed freedom and responsibility before God and on the potential universality of salvation in Christ. Are not both religiously important and not exclusive emphases?

If what is claimed is true in the realm of doctrine, may it not be so in organization? There is a long and continuing controversy between 'Catholic' and 'Evangelical' conceptions of the Church, which have been distinguished by Troeltsch as 'Church' and 'Sect' types of organization. The distinction of the 'Church' type is its emphasis on the Catholicity of the Christian organization, its world-wide mission and responsibility to the entire community: its weakness is that it tends to be satisfied with a widely-diffused but minimal Christianity. The distinction of the 'Sect' is that it has a high spiritual and ethical standard of membership, requiring a maximal Christianity, but at the cost of isolationism and, often of priggishness. The Church type stresses Catholicity; the 'Sect' type often leaves the Church to establish Holiness. The question that must be asked is this: Are "Catholicity" and "Holiness" to be regarded as mutually exclusive marks of the Body of Christ? Is so, what becomes of "Unity" and "Apostolicity"? My contention throughout this historical excursus has been that an ecumenical theology and organization of the whole Church is possible and eminently desirable. The logic of history seems to demonstrate that only in this way can we assert that we believe in and all belong to "one Holy Catholic and Apostolic Church."

—continued



Dr. Horton Davies, a distinguished authority on the history of Christianity, joined the Princeton University faculty in 1956 and in 1959 was appointed Henry W. Putnam Professor of Religion. He received an honorary Doctor of Literature degree at La Salle's 1965 Founder's Day Convocation.

'The way to reunion is a thorny path'

In addition to theological and historical arguments for reunion, there are strong practical arguments also to those who plead for the *status quo ante*, the rejoinder of an English statesman to his myopic colleagues may be made, "Gentlemen, you must consult larger maps." It is in the mission-fields of the world that the practical effects of disunity are seen at their worst. Dr. Azariah, formerly Anglican Bishop of Dornakal in India, pleaded at Lausanne (at the "Faith and Order" Conference in 1927):

"Fathers and brothers! Be patient with us if we cannot wholeheartedly enter into the controversies of the sixth or sixteenth centuries. Recollection of these embitters Church life. They may alienate the young Churches from all ecclesiastical connections. . . . The divisions of Christendom may be a source of weakness in Christian countries, but in non-Christian lands they are a sin and a scandal."

In India, it is computed that Christians number less than three percent of the population. Must it not seem as if the converted Hindu leaves his own caste-system to enter the Christian caste-system?

Faced with the secularity of our time and the practical atheism which ignores God without formally denying Him, the Churches need to unite that they may witness with relevance and power.

3. DESIGNS OF UNITY

WE MUST NEXT consider the different ways in which reunion has been planned. The most commonly envisaged plans are of four main types: (A) Absorption, (B) Co-operation, (C) Inter-Communion and (D) Organic or Corporate Union.

The first of these is impracticable and undesirable even if it were possible. It is undesirable because it proceeds on the assumption that the fault has all been on the side of Protestants, as if they were merely perverse heretics and schismatics. This notion of reunion was wisely rebutted by Dr. John Mackay, formerly President of Princeton Theological Seminary in these words: "And what is the soul of schism but that any one institutional expression of the Church of Christ should claim to be the whole?"

It is a fundamental betrayal of Christian charity to attempt to excommunicate the uncanonized saints of Christendom whether they be John Bunyan or Richard Baxter of the 17th century, or Albert Schweitzer and Martin Niemöller because they wear the wrong ecclesiastical labels. It is an even more intolerable impertinence to include them, as an afterthought, within God's "uncovenanted mercies," as if they were highly irregular—external students of the Catholic Church who have confounded the institutional tutors by obtaining a distinction in the spiritual life, when the internals succeed only in obtaining mediocre pass-marks! The way to reunion lies beneath the lintel of humility, not along the precipice of pride.

(B) A second method is Co-operation. But while this is a good posture for a beginning in ecumenical relationships (for it raises no theological or ecclesiological issues), it is only a beginning.

(C) The third pattern of unity is a stage more advanced. It is Inter-Communion. It may be defined as the mutual recognition of the ministries and sacraments of other Churches as valid. This represents a great step for-

ward from cooperation. One of the difficulties, however, that shadows the Anglican and Free Churches is that the former regards inter-communion as the end of re-union, while the latter regard Holy Communion as the essential means to re-union.

However, when Inter-Communion is acknowledged, it is but a short step to (D) Organic or Corporate Re-union. This, the fourth pattern, must constitute the ultimate hope of all Christians who take seriously to heart the ineffectiveness of a divided Church, and, above all, the High-Priestly Prayer of their Lord on the eve of His Sacred Passion.

4. DEDICATION TO ECUMENISM

IF ECUMENISM is to maintain its momentum, it can only be by a deeper dedication and a determination to overcome the many predispositions of a convictional, cultural and psychological kind. We must all be particularly careful against the complacency that is bred from a sense of belonging to a historical, vast, and prestigious Church. Otherwise, we shall be in the parlous condition of the chaplain to an American Genealogical Society who said, "Justify, O Lord, if it be possible, the high esteem in which we hold ourselves!" If an attitude of 'no change' is the peculiar danger of the vast international Church, an atomistic individualism is the peril of some radical Protestants, who parade their denials as if they were daring affirmations thrown in the teeth of despair, and their threadbare banner bears the negative device, "No Popery." They are often found to be fighting Ecumenism in the name of freedom but in reality for the sake of their idiosyncracies. If they cannot be educated, let us hope they may be exhausted by circling endlessly around their own egotism.

Obviously the way to Re-union is a thorny path and it lies not through undenominationalism, but through the reciprocity of interdenominationalism. It will come with the help of the Holy Spirit but not without the assistance of Christians. For such a dedication to Ecumenism, three gifts will be necessary.

The first gift needed is sacrifice, not of cherished convictions that are Biblically based, but of treasured prejudices. The true pattern for union is the inevitable Christian pattern of resurrection through death of losing the lives of the churches to gain the life of the Church.

The second gift required is humility—the humility of the learner who is painfully embarrassed by his ignorance of the life and work of other branches of Christ's Church than his own, and who, the more he learns of them the more disturbed he is to remain out of communion with them.

The third essential gift is, of course, Divine Charity. Re-union will come more comprehensively when the members of the severed branches of Christ's Church recognize that Ecumenism is not primarily a request for an intellectual or organizational reconstruction of the church, basic as this is, but a sincere petition for all the graces of the Holy Spirit to be bestowed upon all the people of God abundantly and continually. The aim of Ecumenism at its deepest level may be given as a conclusion in the words of a prayer:

"May the Holy Spirit, the Spirit of forgiveness and love, so invade the Church that the broken mirror of Christendom will be reintegrated to reflect in full the glory of God in the face of Jesus Christ." ■

Alice in Jungleland

Pennsylvania and Higher Education

By JOHN J. KEENAN
ASSOCIATE PROFESSOR OF ENGLISH

ON A BLEAK February day (February is always bleak in Harrisburg), some of the men eating lunch in the Old English Room of the Hotel Harrisburger will take a final sip of coffee, push back the heavy red-cushioned chairs with a somewhat regretful sigh, square their respective shoulders, and walk across the street to the Capitol to begin deciding the fate of higher education in Pennsylvania.

For months now, the proposed Master Plan for Higher Education has been causing stormy weather for the lawmakers. They have been buttonholed by lobbyists, attacked by editorial writers, bombarded by mail. Only one thing seems certain about the Master Plan: nobody is happy with it.

Politicians who do not make a majority of their constituents happy do not stay in political office long. The legislators will be confronted with the mammoth task of converting the controversial Master Plan into legislation that is politically wise, educationally sound, and economically feasible. It won't be easy.

To see just how knotty this state's educational problems are, let's begin with a little history.

The Master Plan was Pennsylvania's belated response to a crisis. The crisis was compounded of vastly increased demands for higher education, a declining competitive position in industrial development, and a changing labor market demanding more technical and service jobs. Having spent less on higher education than any state of comparable population, Pennsylvania had watched the gravy train go chugging by. It stopped at places like California and New York, where educational research facilities and trained talent were available.

In 1963, the Legislature acted. It requested the State Board of Education to draw up a "master plan" for higher education in the decades ahead. Almost three years later (July '66), a "Report of Progress on a Master Plan for High Education" was adopted by the State Board and sent to the Governor.

The report was dynamite — with a short fuse. The preface urged "immediate implementation." This phrase is universally translated in election years as meaning "some time after November."

Some idea of the incendiary nature of the report was apparent months earlier in the sizzling comments of

Charles Simpson, who was then Chairman of the Council on Higher Education, one of two constituent elements in the State Board. Simpson pointed out that this Council and the Advisory Committee of college presidents were being largely by-passed. He urged more open discussion and tried his best to bring it about, becoming more and more shrill as his attempts at criticism were ignored. For rocking the boat too vigorously, Simpson was rewarded with a "Dear Charlie" letter from Governor Scranton, telling him he was fired.

But Simpson was not chastened. He kept talking to anyone who would listen about the inequities of Pennsylvania education. Simpson's one man campaign to awaken Pennsylvanians to their educational problems apparently had some effect. The issue got a good deal of attention in the campaign, with both candidates taking exception to the proposals of the Master Plan. Even allowing for the hot air coefficient of campaign oratory, both parties appear committed to changes in the proposed Plan.

Eventually, therefore, the real "Master Plan" will emerge from the pressures and counter-pressures of politics. Nothing startling in that. Most educational "planning" in Pennsylvania has been more political than educational.

In the past, institutions who hired a corps of lobbyists or had alumni in key places got a disproportionate amount of attention from the Legislature. The principal difference this time is that the whole question of higher education has been opened up for public discussion. There is some hope that a wider spectrum of interests may get a hearing.

WHATEVER HAPPENS, it will be hard to top the "Alice-in-Wonderland" quality of Pennsylvania's past educational history. Some think this history is more like a jungle than a wonderland. Regardless of how you name it, you must admit that it has produced some strange flora and fauna:

ITEM: *A former teachers' college at Indiana, Pa., was recently chartered by the Legislature as Indiana State University. Aside from having a devoted champion in the leadership of the State Senate, Indiana had few other obvious marks of university standing.*

ITEM: *For many years the state has granted financial aid to a select few among its approximately 100 private colleges. The rational basis for the selection is obscure to say the least. Some observers have discerned a certain reciprocity in the relationship between such aid and the*

Private colleges save N.Y. over \$100 million

granting by some of the institutions of "senatorial scholarships." (Incidentally, the Master Plan does not eliminate this unique bit of Pennsylvaniana; it simply says no others need apply.)

ITEM: Pennsylvania has its state colleges, as other states do, but it also has bred a hybrid creature called the "state-related" institution. These institutions (originally just Penn State, now Temple and Pittsburgh also) are governed by independent boards of trustees having token state representation on them. To put it simply, they are private colleges with practically full state support. No wonder every hard-pressed private college envies this remarkable status.

The recitation of these amazing anomalies could continue, but the point is clear. Anyone attempting to create order out of this morass has got to be in trouble.

The most discouraging thing about the proposed Master Plan is that it does not even come to grips with many of these existing problems. Instead of solving problems, it creates vast new ones.

By arbitrarily reversing the proportions of private and public education in the state, the Plan creates a most serious crisis for the private colleges of Pennsylvania.

Historically, private education has led the way in this state. At present, 55% of the student population is enrolled in private colleges and universities. These institutions have been doing a good job. They are largely responsible for the fact that Pennsylvania is among the leaders in number of students receiving bachelor degrees.

"Sorry," say the planners, in effect. "Pennsylvania needs more students going to college. We'll just have to expand the public sector enormously. In fact, by 1975, we see at least 62% of the student population attending state-supported public institutions." Just like that. No real consideration of how the state can help existing private colleges to expand to meet the demand. Suddenly private colleges are expendable.

THE PRIVATE COLLEGES are puzzled by the logic of this seemingly arbitrary decision. Having expanded incredibly since World War II without any state aid, most private colleges feel they could do a great deal more expanding with even minimal assistance from the state. Even long-term loans to aid construction would be a help.

But instead of considered cooperation, they receive a pat on the head for having done a good job in the past and a prediction that they will have to prove their worth in the future to maintain even a diminishing proportion of the student population.

"Why should they get anything more?" some may ask.

"After all they are private colleges with no public representation on their board. Most of them also have some religious affiliation."

Ignoring the fact that Pennsylvania has a century-old history of aid to some private colleges, the question still merits consideration.

To answer it, one must examine the purpose behind state aid to education. Fundamentally, the idea is that education will assist the individual to become a better, more useful member of society. From a purely pragmatic viewpoint, the more educated people a state has, the higher the per capita income and taxes collected and the lower the costs of such services as welfare programs and penal systems.

CLEARLY, PRIVATE COLLEGES serve this public purpose as well as state-supported schools. They too educate doctors, lawyers, teachers, scientists, etc., and therefore make a real contribution to the society and to the economy. That contribution must be recognized.

It is possible to recognize it without subsidizing religious teaching. Other states have done it. Money can be made available for dormitories, libraries, dining halls, health services, and the like without aiding in the propagation of a religion. Of course, schools which enroll only members of a particular church and require courses in that religion of all students would not serve the public in the same way and would be questionable recipients of public aid.

This public function and the whole historical contribution of private colleges has been largely ignored in the Master Plan. In the main, private schools are told to go it alone, just as they have done in the past. But the new competitive factor introduced by the Plan's massive emphasis on public education will make the task of going it alone much more difficult. The Plan creates an imbalance between public and private education that can only get worse.

Let's take a not-so-theoretical example. You have three sons to see through college. Most of your salary goes to paying your bills, but you've managed to save about \$2000 over the years. Your Number One son is a senior in high school. You'd like him to go to La Salle, not only because you're an alumnus, but because you like the size of the place, the personal attention he'll get, the quality of a particular department, or any of those intangibles which sometimes influence personal choice. But the tuition is \$1150 a year, and you have two thousand in the bank.

You take a large gulp and send for a catalogue from Temple, or one of the other state-related universities. You can see that it's a fine school. But it's also a very, very big

one. For some students, the University might be ideal. But you know your son and his particular personality: maybe he'll get lost in those large lecture sections. Maybe you simply have a preference for a smaller campus or for particular professors. Whatever your reasons, you'd feel better if he were going to La Salle. But then you look at that state-subsidized tuition—\$450 a year. With luck, a state scholarship or an NDEA loan may take care of the whole thing. You think of that \$2000 and those two younger boys and you make a decision that has nothing to do with educational or personal choice: it is simply bowing to economic pressures. It makes a big difference to you and to your boy that he be able to choose freely a school which has the characteristics he wants. But statistically it makes no difference to the state: a degree is a degree. At this point the entire emphasis of the Master Plan is on quantity, not freedom of choice.

It need not be so.

The attitude of New York is in contrast to that seen thus far in Pennsylvania. New York obviously believes that the state should try to assist *all* accredited institutions of higher education. While it has an excellent system of state colleges, it has also gone to some lengths to preserve a balance of private institutions. The Regents explain their approach in these terms:

Hand in hand with the development of increased public facilities must go the strengthening of the private institutions. Our system of education in the United States is characterized by a wholesome diversity. The variety of sponsorship and support reflects the pluralism of our country. In a real sense, this variety is a safeguard against any encroachment on the intellectual freedom which must be accorded our institutions of higher learning.

THE PLAN THAT EMERGED from this approach is complex but effective. In addition to a network of low-tuition public colleges, New York has a large scholarship program, scholar incentive awards, and loan programs which help both students and institutions. The big advantage of the New York program is that it encourages diversity, freedom of choice, and progress through balanced competition between public and private education.

But the most amazing thing about this plan is how much money it saves the taxpayers. In 1959-60, for example, California (which has only 19 percent of its students in private colleges) spent \$522 million in tax monies for a population of 15 million. New York spent \$192 million for a population of 16½ million. To put it another way, California's per capita expenditure was \$34.05 while New York's was only \$11.61!

How can this be? Simple. New York had over two-thirds of its students in private colleges. The money spent on aid to these colleges was but a drop in the bucket compared to California's costs for its vast system of public colleges. By keeping its existing independents healthy, New York saves over \$100 million a year of the taxpayers' money, according to "The New York State Plan," an article by Daniel D. McGarry in the Fall 1965 issue of the *College and University Journal*.

ANOTHER ARRESTING FEATURE of the New York program, as far as private colleges are concerned, is the work of the Dormitory Authority of the State of New York. This non-salaried, public interest Board is empowered to float tax-exempt bond issues. Among other things, the Authority can construct "housing, including all necessary and usual attendant and related facilities and equipment, erected for the use of students, academic buildings, library, laboratory, classroom or other buildings or structures essential, necessary or useful for instruction in the academic program at any institution of higher education located in this State and authorized to confer degrees . . ." (Chapter 864, Laws of 1959). The Annual Report of this remarkably effective authority should be "must reading" for every Pennsylvania law-maker.

The Dormitory Authority is another example of what a state can do once it commits itself to the ideal of aid to higher education—all higher education.

One would think that Pennsylvania might have learned from past experience that a piecemeal approach is a certain invitation to perennial strife. That vision of the future is terrifying: state colleges with ambitions and political patrons vying with each other for university status; private colleges seeking to solve their money worries by achieving the magic "state-related" formula; extension colleges fighting for a place against community colleges; the growing educational empire of the state creating a whole new world of political patronage. It must not be allowed to happen.

All of us who care about higher education—educators, parents, students — must take upon ourselves the job of being well-informed. We must encourage our legislators to plan for a balance between public and private education.

If a man wants a bigger garden, he doesn't ignore the healthy plants he has had for years, plowing them under in his haste to put in new plants. If he's wise, he plans how he can use these mature beauties to enhance his new garden. Everyone is agreed that Pennsylvania needs the new garden all right. But when the gardeners sit down with their seed catalogues in Harrisburg this winter, let us make sure they know the quality of the blooms that are already in the soil. ■

LA SALLE'S MARSHALL PLAN

BY ROBERT S. LYONS, '61

ACCORDING TO Joe Heyer, there isn't a player in the nation he'd rather have. Louisville coach Bernard (Peck) Hickman calls him a "team in himself." Bruce Hale, of Miami, says that he's "fantastic." Bob MacKinnon, of Canisius, sees him "destined to become a super-star."

The object of the accolades from some of the finest basketball minds in the land is Explorer co-captain Hubie Marshall, the small, modest sharpshooter who has established himself as the college's most prolific single-season scorer in history and who could be La Salle's first bona-fide All American since the great Tom Gola.

Marshall is so small—just a shade over six feet—that he would be relegated to the "Little" All American class if he were any shorter. He is so modest that he spent the summer practicing every phase of the game because, as he puts it, "I need polish on everything." This after having a season last year that dreams are made of.

Hubie averaged 26.9 points a game. No one ever scored that frequently at La Salle before. He broke Gola's single season field goal record. He finished as the nation's 13th leading scorer and 17th best in free throws. Twice, he tied the school single-game scoring record of 42 points. Another time he had 40 and ignored some golden opportunities to break the mark.

With a full season left, Marshall's career total reads 1,027 points. He's a cinch to become the greatest three-year scorer in La Salle's history before he graduates. Gola's four-year total of 2,461 is out of reach, of course, since Tom played in a total of 118 games. Hubie won't play in more than 75 or 80.

It isn't just Marshall's scoring that has impressed opposing coaches and players, however. "Despite his high scoring average he's a real team man," says Miami's Hale. "He is very unselfish and can hurt you in so many ways," says Red McManus, of Creighton. "He works hard on defense and has a tremendous attitude out on the floor."

Always a great shooter, Hubie's defense and all-around play improved considerably last year and this just might have been the biggest single factor in

La Salle's upsets over NIT-bound Villanova and Temple.

Against the Wildcats, Marshall put on a beautiful six-minute defensive exhibition to help clinch the 78-70 triumph. He made three steals during that stretch, but the play that really shook the Palestra came with La Salle leading, 61-55. Hubie blocked a layup attempt in mid-air and, in the same motion, batted the ball downcourt to a teammate who went in for a field goal.

Less than a week later, Marshall's glue-tight defense prevented Temple's guards from getting the ball across the ten-second line at a time when possession meant the ballgame. Hubie also had 31 that night and La Salle won, 81-80.

Playing all year against some of the toughest competition in the country, Marshall was, at times, downright fantastic. Against Louisville, he missed his first three shots then hit nine in a row with a fabulous display of outside shooting. He finished with 42 points and no one had ever scored that many against a Louisville team.

As good as he was all year, Hubie was at his best down the stretch. The Explorers returned home Feb. 1 from a rugged road swing with a 3-13 record and a nine-game losing streak. Marshall scored 40 against American U. that night and La Salle exploded for a 103-93 triumph—its first victory since the big upset over previously-unbeaten Brigham Young in the opening round of the Quaker City Tourney. Twice, in the closing stages of that game, Hubie came downcourt with chances to tie or break the scoring record. Both times he was wide open for the shot. Both times he passed-off.

La Salle went on to win seven of its last nine games and finish with a 10-15 record. Marshall averaged better than 30 ppg. over the last six games and connected on 54% on his field goal attempts, mostly long jumpers. For the year, Marshall went over the 40 point mark three times, over 30 six times and over 20 in 11 contests. He scored less than 17 only once when he was held to 11 on a great defensive display by Seattle's Plummer Lott. Hubie also led the team in assists.

Opponents tried just about every defense to stop his devastating jumper. Georgetown had three men on him—including a 6'8" center, but Marshall scored 31 against the Hoyas for the second straight year. "He's definitely one of the great shooters in the game," says Seattle's Lionel Purcell. "He'll fire in points from thirty feet out before the defense has a chance to get set."

Perhaps the finest compliment came from coach MacKinnon, of Canisius, after Marshall had sparked a 95-91 Explorer triumph with 27 points including nine straight field goals. "Marshall had the best jump shot we faced all season," he said. "And this is quite a statement when you consider that we (Canisius) faced many other fine guards including Jim Walker (Providence All American), Dave Bing (Syracuse All American), Steve Thomas (Xavier) and Bill Melchionni (Villanova)."

With such tremendous shooting ability, it's only natural that Marshall is thinking in terms of the N.B.A. after graduation. Especially since the Big Five's other sharpshooter of a year ago—Melchionni—is making it big with the Philadelphia 76ers.

"Sure, I'd like to give it a try if I'm drafted high," says Marshall. "If Melchionni had been cut, I might have had second thoughts about it, but apparently there's room for the little guy in the NBA."

Hubie has come a long way since first picking up a basketball as a seventh grader at South Brandywine Jr. High near Coatesville. The game came so naturally to him that he barely had time to practice, yet made his junior high varsity less than a year later. Then came a brilliant career at Coatesville High where he re-wrote all Ches-Mont League scoring records and made All State twice.

It was while Hubie was attending Coatesville High that his father, Philip, and coach Walter Funk, impressed on him the value of a college education. "They made me work—even harder off the court than on," he recalls today. "They taught me that all the basketball ability in the world would be useless unless I had something to back it up."

Unfortunately, Marshall's father never saw him play varsity ball at La Salle. He died when Hubbie was a freshman.

Today, Hubie is doing very well as a general business major. He has been a salesman for the Kraft Cheese Co. the past two summers and expects to continue in the sales field after graduation. He has also been working part-time in La Salle's library.

Marshall's varsity debut in 1964-65 was excellent—by sophomore standards. Teaming with 5'9" "Little All American" Curt Fromal, Hubie helped spark possibly the best fast-break in La Salle's history. He finished behind Fromal as the team's second leading scorer with a 15.3 average. He was responsible for the Explorers' most dramatic win of the year when he hit on a desperation 40 foot jumper at the final buzzer to send the Niagara game into overtime. La Salle finally won, 67-59.

In mid-season, he played in Madison Square Garden and made the Holiday Festival second all-star team. New Yorkers were quite impressed by this cool sophomore who kept La Salle in the Syracuse game with 16 of his team's 24 came back to the Garden for the open-points in the first half. When La Salleing round of the NIT against Detroit, they expected more of the same. It was a beautiful opportunity for a college soph to make another smash in the mecca of basketball.

Unfortunately, Hubie had the only poor game of his career that night. He took 15 shots. Only two went in. "I thought quite a bit about that game between my sophomore and junior years,"

recalls Marshall. "I had to convince myself that it was just one of those things. With (Curt) Fromal gone, I knew that I would have to provide the leadership . . . and, of course, much of the scoring."

Marshall practiced every chance he got that summer. He played against the best—including NBA star Guy Rodgers and other ex-collegians. "It's quite an experience playing with those players," says Hubie. "The great ones like Rodgers don't try to run you into the ground. They will stop in the middle of a play to talk to you and try to help your game."

LA SALLE, Winter, 1967



Hubie, of course, exploded like a machine gun last year with games of 42-23-36-31 in La Salle's first four appearances against Albright, Western Kentucky, Seton Hall and Georgetown. There was no doubt about his ability to provide either leadership or scoring.

Heyer, who made quite a hit himself with some shrewd coaching last year, can't say enough about Marshall. "There are some like Bing and Walker who are bigger and stronger," he says. "But I don't think there are any better. More important, he's a real gentleman. I couldn't ask for better co-captains than Hubie and George (Paull)."

With the entire starting team back and some help expected from one of the finest frosh teams in history, Hubie eagerly

anticipates the 1966-67 season. But don't look for him to break many scoring records. "Sure there will be less pressure on me," he concedes. "But we have a lot more balance this year. My average should be much lower. That's good, because we have more shooters and should win more."

Hubie's favorite court is, naturally, the Palestra. The next best? "Louisville's Fairgrounds," says he. "I love that floor. It's a wide open court and reminds me of the Palestra. I'd love to play there twice this year . . . in fact, I'll be satisfied with nothing less."

La Salle plays at Louisville, Dec. 23.

The NCAA Finals are slated for Louisville in the Middle of March.

Now there's real inspiration! ■

LA SALLE TODAY AND TOMORROW

The following is a condensation of the statements by the leaders of virtually every key area of La Salle College, given at the 1966 Alumni Leadership Conference attended by some 300 selected alumni this fall. In its entirety, it represents the College as it is today and its plans for the future.

KEYNOTE ADDRESS

By BROTHER DANIEL BERNIAN, F.S.C.,
PRESIDENT, LA SALLE COLLEGE

I HOPE THAT somewhere along the line today we'll get down to the problems of the day, and these problems are the theme of today's meeting. Not our problems only, but the problems of our time.

I think most of us must come to the question, 'What are we?'—we say we're Catholic, we say we're private, sectarian, we say we're Church-related, Democrats and Republicans, conservative and radical. But have we ever seen in the history of definitions the non-defining of terms? I use this as the theme for the day, because people speaking of the problems of the day become very definite about what we should do or shouldn't do. I think most of us who are involved with these problems would agree without reservation that in our memory, no matter where we turn, there have never been so many uncertainties as we find today.

The problem that faces many of us today is the uncertainty of finding direction, because everyone seems to be going in a different direction with a very definite idea that they're going in the right direction. Hence, it is easy to question the relativity of truth, whether there is a positive and objective way of doing things right. This annulling fear is penetrating most of what we're doing in the world today, whether it be at La Salle College or in international politics. Who knows the right answer? There's much discussion, because there's something strange today penetrating the fibers of our social life, our political and economic life. One of the things we may not have caught is just how much this influence has crept into our educational life.

There's a strange structure in our lives today and I have an uneasy feeling that all of us will wake up a little too late to face the issue. I'm involved in five or six different state and national executive committees and one of the things that amazes me is the lethargy of the people who could get hurt most by the things that will happen in the next ten years. I get riled-up about some of the editorials in many of our papers, which speak of the education of your children. This is *your* problem because they're *your*

children. I get riled-up when I see that intelligent people—and I mean presidents of colleges, fathers of families, and presidents of companies—read the papers and see that so much will be done for private schools and they're so naive they don't realize that this does *not* include any institution that is a church-related institution.

The federal government has more or less accepted the fact that two-thirds of Pennsylvania's private institutions that are private, are church-related—and most of these are Catholic.

In a sense, the swift currents around us today are washing away the very foundation of what we've been complacently sitting on. There has always been an ideal of a dual system of education, of public and individual systems of education. But somewhere along the line the separation of church and state—which we as Americans very much believe in—has been used as a weapon against colleges like La Salle. And I think this thing we're involved in is creating a rot in the rock-bed of American education. And in a sense it could corrode the foundation on which America exists. Anybody in business already knows it's going in that direction.

In some sectors, 'freedom' has come to mean compromise, really in a sense a cowardly espousal of the untrue, often taking one side when you know you can't honestly take either side.

YOU MAY NOT REALIZE IT, but we are in pretty critical times—and I'm not talking about Vietnam, but a problem facing us that most are not even aware of, much like a riptide that bathers do not suspect. Within the next three years we may be faced with a very critical decision about Catholic education: I'll be surprised if you're not faced with a very critical decision about where your sons and daughters are to be educated—about whether you have a *choice* where that will be! It's been predicted that our (Catholic) institutions will fail because they won't be able to face-up to the problems posed by public education in the U.S.

I think all of us are dedicated to a clear focus of what is the right way for our schools. The problem I hope we can get to is how La Salle College can be one of the best points of focus on the problems; how La Salle College can become the best Catholic bulwark of what we believe and what we want our children to believe. One thing we at La Salle all agree upon: we want La Salle College to be, if not the best Catholic college in America, at least the best in the East. We think we're well on our way to this goal. The real essence of this Leadership Conference is that you

The 1966 Alumni Leadership Conference

know what we're doing, what we want to do, and how much we need you. If you're not involved with us, we'll be standing alone, knowing where we're going but not knowing *why*.

ACADEMIC DEVELOPMENT

By BROTHER DANIEL BURKE, F.S.C.
VICE PRESIDENT, ACADEMIC AFFAIRS

WE'VE HAD a long siege of academic Self-Study and several evaluations—three evaluations to be exact—in the last year and one-half. The first was by a group of independent distinguished educators to review the self study, followed by the Middle States Association of Colleges, and this spring by the State Department of Education.

You may have heard indirectly that we had very complimentary reports from each of these groups. What have we learned from these evaluations? In many cases, we've learned a factual basis for a number of things we've been taking for granted or merely suspected. All told, we're in a much better position now than we were four or five years ago to influence the way we are growing, to select our objectives and stimulate our own growth.

A brief summary of our Self Study would seem in order:

La Salle College is an urban college located in North Philadelphia on the edge of historic Germantown. It was founded in 1863 as a private institution related to the Roman Catholic Church. It is under the sponsorship of the Christian Brothers. Since World War Two, the College has expanded rapidly; in the last 16 years some 15 new buildings have been added to the campus. The Evening Division was founded in 1946 and a separate School of Business was established in 1955. Degrees are offered in some 20 majors, which include the basic arts, science and business subjects.

One feature of La Salle's programs is a certain balance among numbers of students majoring in various departments, with perhaps larger numbers than is usual at Catholic colleges in arts and social sciences.

The day division faculty during 1965-66 was composed of 166 full-time and 30 part-time teachers; this year we have 177 full-time teachers. In the Evening Division, there are an additional 120 part-time teachers. The Day Division faculty includes 147 laymen, 13 Christian Brothers, 17 priests. Nearly 40 percent of the faculty now hold doctor's degrees. Their salary scale is listed on the honor roll of the 1965 American Association of University Professors'

report of faculty salaries; some 250 colleges and universities are on that list. The student-teacher ratio is now 1 to 17; of 630 Day Division classes, 53 have less than 10 students and only 12 have more than 50 students.

The student body comes from 150 private and public schools in the Philadelphia area and the Northeast section of the country, where 45 percent of American Catholics are concentrated. In the current freshman class, 65 percent are from the first and second quintiles of their high school classes. Median scores on the College Board exams were 520 in the verbal, 536 in math, 485 in English achievement.

Among our graduates, the first career choices vary considerably, according to program. Among science majors, some six out of seven proceed to graduate or professional schools. In business, the largest number of graduates go immediately into business careers. Majors in humanities and social sciences divide roughly into three equal groups: those proceeding to graduate schools, to teaching, social work or the Peace Corps, or to business or military service. Our graduates are accepted by some 70 graduate or professional schools, about half of them win graduate fellowships or scholarships.

THE COLLEGE LIBRARY has about 120,000 volumes now. Three years ago it began a special project to strengthen its basic collection. A thriving honors program, a study year in Switzerland, an exceptional drama group, a large teacher-training program, a substantial calendar of concerts and lectures are special elements in a design for education which, despite the growing size of the College, continue to give emphasis to good teaching, training in basic skills, and a broadly-based liberal education.

What is La Salle now, and what is it projecting for the future? La Salle today is many things—a city college, a Christian college, a liberal arts college, a Christian Brothers' college, a pre-professional school. By way of summary it's a multi-purpose institution. For the future, we must continue to be much what we are today, but we must be all of these things with an intensity, an excellence which are still to be achieved. In an age of renewal in the Church, we want to explore in greater depth our character as a Christian college, a college dedicated to teaching both sacred and secular subjects on the most advanced, vital and contemporary levels. We are committed to this despite the growing pressures mentioned by Brother Bernian.

In a period of very rapidly increasing knowledge, we are seeking to enrich the learning of our students with more intensive curricula and more advanced methods of

'A very good college, on the verge of greatness'

teaching. In a time of critical social issues and challenges to the ideals of freedom, we seek to help students to a more mature and socially-meaningful life on the campus, and to a greater sense of commitment.

La Salle will remain an area college; this perhaps is our basic secular characteristic. We are devoted primarily to the Delaware Valley and, as far as our resident students are concerned, to the Northeastern section of the country. But we are hoping for greater diversity as far as our boarding students are concerned. There will also be a larger proportion of residence students on the campus; new dorms have just been completed for an additional 200, and it is hoped that they will bring the experience of even more diverse backgrounds to help in the education of our local students.

THE PROGRAM of the Evening Division and the Summer sessions will be enriched and diversified. The Graduate Program in Theology will be expanded, as it was this past summer, from 40 students to about 150. However, at least for the present, we are not going to attempt other graduate programs. Rather we want to invest all of our resources toward the very highest possible level of undergraduate education.

What about size? Our self-study projects moderate growth of the Day Division to about 3400 in ten years; we are presently about 3000. But significantly greater expansion in the Evening Division and the Summer School is seen. By 1975, we will probably be enrolling a total of 10,000 students, compared to our total of about 7,000 presently.

What about overall quality? It's almost impossible to compare institutions; it can't be done systematically or scientifically, and of course, it's very relative. For ourselves, we have to describe ourselves as being in the upper part of the middle range. There are about 60 four-year colleges in the State; I think it's very safe to place La Salle in the first 20, perhaps higher. Some of the straws in the wind are things like Woodrow Wilson Scholarship winners; this past year we had three, while Bryn Mawr had six, Temple had two, Dickinson had two. One can't rely too heavily on things like this, but I think they are some growing indications that we are a very good college now, on the verge of becoming a great college.

The Self-Study has served to emphasize a fact which I think hasn't gotten as much attention as some other developments on the campus, and that is simply that the College over the years has culled together a very solid faculty.

Goals for the future of our faculty are to continue to accelerate their development, perhaps introduce a little more diversification and specialization of background than we've had in the past, to provide our teachers with more opportunities for professional development and, eventually, to have something like 50 to 60 percent of the total faculty with doctoral degrees. It will be a struggle as the number of schools increase, community colleges in particular. Salary scales are projected which we hope will remain competitive as we move into competition for new talent that becomes intense. If you are after a young man just out of graduate school who has had a national fellowship, let us say, you are competing with the Ivy League and with the elite small colleges for this talent — and you are competing against higher salary scales. So it is going to be a job.

ARTS AND SCIENCE CURRICULUM

By BROTHER G. ROBERT DORAN, F.S.C.,
DEAN, ARTS AND SCIENCE

IT IS A VERY interesting thing to compare the curriculum of La Salle College as it is today with what you remember. Think, perhaps, of our biology department, whose mainstay and bulwark, Dr. Holroyd, we still have with us. The biology department that you knew consisted of Dr. Holroyd, Brother Alphonsus, and maybe a lab man. Now our biology department consists of six men, all of them with their Ph.D's, and our biology students have to make a choice whether they will study radio biology, physiology, taxonomy, or aquatic or terrestrial ecology.

Or how about our English department. The one you remember probably consisted of Brother Felician Patrick, Brother Edward Luke and, perhaps, Brother Dominick Luke. Now, we have something like 32 sections of freshman English, 25 men in the department. When we're looking for a teacher now, we don't just look for an English instructor, but for a specialist in medieval literature, or in Chaucer, or in the romantic movement.

Hence, it is a very interesting thing to compare the curriculum of your day and today. Curriculum does change; it changes to meet the needs of that particular time. The curriculum you studied was a successful curriculum. You were taught by giants. Some of these men I've mentioned, and many others you can remember, perhaps didn't have Ph.D's — in some of our departments now every single member has his Ph.D. — but the men who taught you, perhaps with only a B.A. or M.A., were indeed giants. And your success is the greatest tribute to what they taught and how they taught it.



BROTHER ROBERT



BROTHER BURKE

Curriculum changes to meet the needs of a particular time, and our curriculum changes, too. It is impossible for me to describe briefly here what has taken our faculty five years of exhaustive committee work to hammer-out. We are going to have all of our students study some psychology, something in the fine arts, we will require at least an acquaintance with the social sciences, and reduce and bring closer together the integrating disciplines of philosophy and theology. These changes are natural and healthy.

About six years ago, La Salle had to make a very far-reaching decision: which way shall we go? Shall we become one of the largest colleges in the area — and we could have done that — but the decision was made to move toward excellence, toward being an elite college. At that time, the decision was made to limit the enrollment to approximately 750 students for a cycle of years. We determined to get the very best student we could. When we get these best students, we have to challenge them, and the honors program was set up just to take care of that. It is a very expensive program — small classes, independent study, seminars, visiting lecturers — but we must do it. It is one means toward excellence.

What does La Salle ask of you, our alumni leaders? Of course, we need your financial support, but beyond that what we want is your overall participation. Many outside agencies which give to colleges want to know, "What percentage of your alumni — not necessarily how much — have contributed in the last year?" But most of all, what we need now is your *influence*, your influence as alumni who are leaders, influence in national legislation, influence in state legislation. We hope you've read about the Master Plan, what it is, what it will do to us. We need your influence — not to knock anything else down, but to see that private institutions get a share of *your* money.

We also need your intellectual support. We need you to influence good students to come to us. Use your influence to send us good students from your circle of young friends.

Above all, I think we need a good image. We know what we have here; La Salle is a good college now, it was a good college when you were here. It's a different kind of good college now; it's going in another direction. But there does seem to be an image lag. The idea that many people have about La Salle now, I think, is 20 years behind the time. So don't be afraid to let your acquaintances know about La Salle as it is today. The real purpose of this conference is to prepare you to do just that.

LA SALLE, Winter, 1967

FACILITIES AND FINANCIAL AFFAIRS

By DR. JOSEPH J. SPRISLER
VICE PRESIDENT, BUSINESS AFFAIRS

IN FACILITIES and financial matters, La Salle has advanced as well as it has in all other divisions of operation. There are needs, and the question is, how does one report these needs? If we are in need of money or additional facilities, the need must have been generated by some internal or external force. Is it numbers of students, facilities diversification, or is it something that must be done to remain in the competitive field?

Let's reflect back just a little bit. About 35 years ago, La Salle had all of the facilities that other colleges and even universities had. We had a science department, business and liberal arts departments, a student lounge, a cafeteria, etc.

But at the end of World War Two something happened; someone released the flood waters, and we've had it ever since. Education since that time has become a tremendous task. All institutions have gone into much building, development, fund raising, student aid, and much academic development. We have followed or, in many cases, led the way.

La Salle was the first institution in the Philadelphia area to construct a student union building. This was in 1959, the very first in this area. Many an institution has patterned their building after ours. The U.S. government has also followed this building plan.

La Salle was also the very first in this area to construct a science building, and this may come as a shock to many of you. Many have followed since then, just a short time ago in 1960. And La Salle was the first among the Catholic institutions to construct an independent library building in 1953.

BUT THE QUESTION TODAY IS, where do we go from here? To follow our self study and support our needs, the financial area has developed a ten year projection. It runs until 1975. What it contains might surprise you a bit; I know it will surprise some of my old friends, because in their time the annual expenditure for college operation was equal to only two or three weeks today!

In the ten year projection we have attempted to translate the objectives of the self study into a ten year forecast of enrollment by class and school, tuition costs and income therefrom, probable academic salaries, instruction

Operating costs will increase to \$9 million by 1975

and other staff requirements, new faculty needs, new facility needs, major alterations and improvements, capital financing and other major areas of operating costs and total income and expenditures.

It is intended that this projection be a guide, rather than a goal. Some of these predictions may change. It is possible that increased enrollment may supplant tuition increases, or it might be the other way around. It is also possible that new teaching devices might reduce the teaching requirements, although I doubt it. On the other hand, a reduction in the student-faculty ratio would require a greater number of instructors. Capital gifts, facility grants, or long-term low-interest loans from the federal government or state might reduce the amount required for our annual debt service. Also, an extensive state scholarship plan could increase the supply of applicants far beyond our present figures.

I won't attempt to go through all of this projection, but I would like to point out the important numbers. Our total projection in enrollment until 1975 is 10,000 — approximately 3400 day students, in the evening about 3600, and in the summer sessions about 3600. Regarding tuition, the next increase will be in 1967-68, an increase from \$1020 to \$1150 for business and arts and from \$1100 to \$1250 in science. In 1969-70, it will increase, respectively, from \$1150 to \$1300 and \$1250 to \$1400. In 1972-73, it is forecast that it will increase from \$1300 to \$1400 and \$1400 to \$1500. Again, I must point out that these figures may be valid for only two years — especially in a climate of inflation. In the evening division, the tuition will be increased in 1967-68 from \$25 to \$27 per credit hour. In 1970-71, it will become \$29, and in 1972-73 it will be \$32 per credit hour.

As to faculty salaries, it has been noted that we are on the honor role of the AAUP, and we are very conscious of the need to properly compensate our faculty. For full-time day professors, it is projected for 1975 that a full professor will make \$17,000, associate at \$14,000, assistant \$11,000, and instructor at \$9,000, in round numbers. Our projection indicates that full-time salary costs will rise from \$1.5 million last year to \$2.3 in 1975. This compares to \$470,000 as recently as 1958.

Today we have a total of 661 on the overall payroll. In 1975, we expect to have 831 employees, again an indication of change. Total salaries and wages now are \$3.2 million as compared to about \$5 million in 1975.

Student aid is a very important item of college education. For example, of our \$5 million tuition income, ap-

proximately \$2 million comes from a source other than tuition. State scholarships in Pennsylvania and New Jersey now total about \$100,000, and this could increase very rapidly. We also make about \$500,000 in loans available under the National Defense Student Loans program; Economic Opportunities loans total \$40,000; bank loans \$400,000; cash grants \$50,000; college funds appropriations, \$400,000; sponsored scholarships, \$100,000; campus employment, \$100,000, and federal work study programs, \$100,000.

Our facility needs are a problem. We have projected a general classroom building, a building of approximately 100,000 square feet, to include about 50 classrooms of various sizes, including lecture halls, faculty offices, etc., the most modern of classroom structures. We have also projected a physical recreation building, which we need very much with a growing number of residence students. It will include a swimming pool, bowling alleys, handball courts, possibly an indoor track, and probably a 7500-seat field house.

The three-dormitory complex just completed is an extension of our original residence halls design and I'd guess you'd have difficulty distinguishing between the old and new in their design. We also need a maintenance building, to include storage areas, workshops, receiving areas, and large equipment storage areas. Also just completed is the restoration of the college auditorium into a modern student chapel, which follows precisely the recommendations of the Vatican Council on the liturgy. Another projection is an extension of the library or a new library. We have altered the library, increasing its student and stack capacity, and made it fully air conditioned. In dollars and cents, all this costs some \$8 million.

HOW ABOUT INCOME? Where are we getting the money? Our projection indicates an increase in tuition fees by 1975 of the present \$4 to \$7 million. In gifts and grants, we project an increase from \$356,000 to \$475,000 in the services of the Brothers. From alumni and others, we project an increase from \$190,000 to \$350,000 per year in 1975. In endowment funds, we have gone from zero in 1955 to \$2.5 million this year, and we project an increase to \$6 million in 1975. Our total income, including all sources such as campus store and residence fees, is projected from \$6 million to \$9 million in 1975. Our total debt is expected to rise to \$14 million in 1975, compared to \$8 million today. Our annual debt service will go from \$450,000 today to \$1 million per year in 1975. This is based upon 100 percent mortgage; it does *not* include capital



DR. SPRISLER



MR. McCLOSKEY

gifts or government assistance. Operating costs are expected to increase from \$6 million to \$9 million.

This is the entire picture of finances and facilities, as well as we can project them, from now to 1975. With the exception of a few grants we receive from the federal government for certain pieces of equipment, we do not receive a dime from either the federal or state governments—we don't consider aid to students as a contribution to La Salle, for operating purposes.

As to whether the Pennsylvania Master Plan will be of help to us, it depends upon *you*. It is possible that it could become a key for change; if sufficient disturbance is raised, it is possible that consideration could be given to a change in Pennsylvania's Constitution, which specifically forbids the state from making contributions to a Catholic institution. If this happens, perhaps there can be some assistance to church-related institutions. But this is up to you and the rest of the voters of the State of Pennsylvania.

DEVELOPMENT AND PUBLIC RELATIONS

By JOHN L. McCLOSKEY

VICE PRESIDENT FOR PUBLIC RELATIONS

PART OF THE report written by the evaluators of the Public Relations Area two years ago, begins, "La Salle is not beset by any acute public relations problems. It is well regarded by the general public as far as can be determined. Visibly, it gives an impression of growth and vitality, new construction is very much in evidence, enrollments are up, it is fiscally sound, business seeks its graduates in increasing numbers, its faculty is better paid and it will get better. Internally, the college is animated by a momentum, an *elan* that is inspiring and edifying to the outsider. La Salle is alive, dynamic, confident and steadfast in purpose. One senses this among the lay faculty, administration, the students and the Brothers."

This impression, while flattering, is not without danger to La Salle. As the report later states, any institution can fall into the rut of complacency. But I think what you've heard is indicative of the fact that La Salle is not riding the tide.

It might be well to note three basic conditions of any successful development program. First, you need a well-documented academic blueprint, which is unfolding before you. Second, you need a date, a time when these objectives should be accomplished. Third, and very important to you, a hard core of persons who believe in the institu-

tion and its programs, and are willing to spend the time and effort to see that the goals are realized.

In 1959, we discontinued annual giving to start the Centenary Campaign, which was the first capital gifts drive of the 1950s. The total cash received was \$717,000 for the overall Centenary effort. There was a broadened base of support in this program, with 2469 alumni participating in the campaign over four years. This was a good beginning toward programs that lie ahead.

We've come back to annual giving again, and this last year was the first full year since before the Centenary Campaign. This year, \$184,900 was given, which was \$4,000 more than predicted. However, again, this is only a good beginning of a program which must accelerate much more rapidly in the next decade than in the last ten years.

How can the pace be accelerated? We're introducing a new program during the coming year, known as the deferred gifts program, under the chairmanship of Joseph Quinn, of the board of trustees. Its objectives will be to encourage bequests of wills and other types of gifts over a long-term basis, which we wouldn't be asking for in an annual giving campaign.

The 1966 annual fund has opened under the chairmanship of John P. Ryan. The committee seeks to increase giving, not only in dollars but in numbers. Their goal is 2,000 contributors, still a small figure from over 10,000 alumni. But we can't take this in leaps, it has to be done by personal solicitation. I'm optimistic that it's going to be much better than last year's program, with your help.

In addition, we hope to expand our efforts in solicitation of corporations and philanthropic foundations. I might mention that over 300 corporations match the gifts of alumni contributing to the college. Keep that in mind when you're soliciting or contributing; you can double your gift if your corporation will match it.

What can you do, specifically, to help our development program? Well, without question you can contribute in dollars. Even more valuable, is your contribution of time and talent, your knowledge of other people and organizations. Two recent grants from large corporations were made possible by alumni opening the doors to these gifts. You are very valuable to us in opening the door to foundations and corporations, to accompany us on solicitations if your status is such that it may help. Or you may know someone who can help us acquire such gifts. You should also be knowledgeable on the Master Plan, because such decisions will affect us greatly.

—continued

Greater student freedom & responsibility

In conclusion, remember one thing: each of you is the Number One man in public relations for La Salle College. When you talk about La Salle, the person asking believes you. The more you know about us, about how we are today, the better you can do that job. We're asking you to do that job to the best of your ability, and if you participate in development as well, you'll be doing everything you can for La Salle. We must expand our efforts through personal communications, and I'm sure success will follow — both in time, talent and money.

LA SALLE STUDENTS TODAY

By DR. THOMAS N. MCCARTHY
DIRECTOR, COUNSELING CENTER

OVER THE PAST ten years a number of changes have occurred in the student body. Among the more noteworthy are the great increase in enrollment, a sharp rise in the ability of students, the appearance of different kinds of student financial problems than have existed in the past, and a new emphasis on student rights and responsibilities in governing their own affairs.

In the fall of 1956, when the 350 members of the class of 1960 matriculated at the College, enrollment in the day division stood at 1,860. This fall, 775 registered with the class of 1970 and day division enrollment is 3,100.

During this ten-year period, while the College has more than doubled in size, the ability of incoming students has also increased substantially.

The College has always been blessed with bright students who have made outstanding records as undergraduates and later in their chosen careers. During the recent expansion of the College there was a certain amount of lugubrious concern that the College might suffer a scholastic decline, but careful planning on the part of all concerned has resulted in just the opposite happening. The proportion of academically talented students in each incoming class has risen at a striking rate. For example, the proportion of these students in the class of 1960 was about seven percent of the total entering class, while it was over 20 percent for the class of 1969.

This three-fold increase in bright students has also been paralleled by a sharp decline in students of modest scholastic aptitude. Whereas ten years ago nearly one-third of the entering students would have been so classified, today these students constitute less than five percent of the entering class.

These changes in student ability are affecting the climate of the College in several ways. For one thing, the curriculum has been revised to allow the faculty to gear academic requirements to the capabilities of a more academically advanced student body. A side effect of these increased demands has been to place students of all ability levels under greater pressure to keep pace than was formerly true.

ANOTHER EFFECT HAS BEEN to make it more difficult than ever for a student to hold a part-time job for more than a few hours a week. Freshmen are counseled not to work at all, and upper division students who have acceptable records are advised to limit outside work to a maximum of fifteen hours. Even that much is frowned on.

The old and, at La Salle, long-cherished tradition of students working their way through college is gradually being replaced with a pattern of full-time involvement in studies and the cultural, social, and recreational life of the campus. This is resulting in different kinds of financial pressures on students and their families.

In the past, students have often been able to help meet tuition and other expenses — for books, lunches, travel, dating, pocket-money, and the like — by part-time employment, so that the typical graduate left La Salle relatively free from debt. By contrast, today one-quarter of the students currently enrolled at La Salle have educational debts totalling nearly one-half million dollars in federal loans alone. If the present pattern continues, it is expected that within two years more than one-third of the students will graduate with debts from federal and state loans averaging \$3,000 per student. La Salle alumni are already carrying nearly \$1 million of indebtedness to the federal government through the National Defense Student Loan Program.

The long-term consequences of this heavy indebtedness are only dimly seen now, but it is expected that further education, career choices, family plans, and alumni participation in College development, all will be adversely affected for some time to come.

One of the more interesting changes, which has been developing on campus for some time, is a concerted effort on the part of students faculty, and administration to create structures enabling students to have greater freedom and responsibility in governing their own affairs. Much has already been accomplished in this area, and more is on the immediate horizon. ■

La Salle Ladies

"Hell hath no fury like a woman scorned."
—William Congreve.

SCORES OF EDUCATIONAL institutions that were overtly or inadvertently dedicated to male superiority have opened their doors to women students since the British playwright's caution was issued in 1697.

Among the more recent casualties — most on a limited admission basis—have been Villanova, Princeton, Manhattan.

St. Joseph's (Phila.), Georgetown, *et al.*

Soon, however, still another fortress of masculinity, La Salle College, will fall before the onslaught of distaff wiles. La Salle, a men's College since its founding by the Brothers of the Christian Schools in 1863, will welcome women students to its evening division starting with the spring term.



A coed candidate takes the Evening spring admission exam

The College now has an overall enrollment of just over 6,000 students, half of them attending evening program courses. The evening division was the first Pennsylvania evening college accredited to grant degrees when it was initiated in 1946.

Brother Emery Mollenhauer, F.S.C., Ph.D., dean of the evening division, announced the new policy and added that the women—like most of the college's evening students—will be required to follow a degree oriented program.

La Salle's evening students, with rare exception, are required to roster courses only in their sequence toward a bachelor's degree—not as isolated course offerings.

"We have recognized a community commitment to meet the needs for higher education in the metropolitan area," Brother Emery said. "A significant portion of the prospective students in the area are, of course, women. You can't continue to move forward today if you rely entirely on precedent."

A rather weighty precedent there was too, since the Christian Brothers were prohibited from teaching women until Vatican Council II set the stage for a change at a recent international meeting of the Christian Brothers, where the question was permitted to be "solved on the local level."

The Roman Catholic teaching order had been founded "to teach boys and young men" by St. John Baptist de La Salle, a 17th century French priest who was canonized by the Church in 1900.

Actually, at La Salle the matter has been rather tenuous for the past four years, because the college received special permission to admit nuns as students and to hire several women teachers since 1962.

But there is no mistaking the impact the new coeds will have on the La Salle campus. Not the least of the consequences anticipated by Brother Emery are an increase in overall enrollment (ordinarily, about 350 enrollees are expected at mid-year); a dramatic rise in matriculation in the liberal arts program, which was begun in 1962; more teachers will be needed, and a new program of extracurricular activities for women is planned.

Shalom La Salle

FOR THE FIRST time in anyone's memory at La Salle College, a class has been postponed to permit the professor to conduct services for the Jewish holidays.

The professor is Rabbi Bernard S. Frank, of Congregation Beth Or in Mt. Airy, the first Rabbi to be a resident lecturer at the college. The lectureship is sponsored by the Jewish Chautauqua Society, with the cooperation of the Philadelphia Archdiocesan Commission on Human Relations and La Salle's theology department, headed by Brother James Kaiser, F.S.C., chairman.

The Chautauqua Society, founded in 1893 by a Philadelphian—Rabbi Henry Berkowitz, sponsors speakers and resident lectureships at colleges and universities across the U.S. to "create better understanding of Jews and Judaism through education."

Seven other Catholic colleges and universities are sponsoring such lectureships this fall: Fordham (N.Y.); Xavier (Ohio); St. Louis University; St. Mary's (Ind.); Portland (Ore.); Notre Dame (Ind.), and St. Joseph's (Calif.)

Rabbi Frank is conducting a course on "The Development of Jewish Religious Thought" for a class composed of 18 La Salle juniors and seniors. An elective offering that will be repeated during the spring semester, the course is a survey of the Jewish religion, including discussion and analysis of Jewish theology, religious practices, ritual and customs.

Brother Daniel Bernian, F.S.C., La

Salle president, said the lectureship "is in harmony with the work and vocation of an urban Catholic college in our time.

"As a Catholic college," Brother Daniel continued, "La Salle seeks opportunities to implement the spirit and the letter of the Vatican Council's decrees, which exhort Catholics to promote the spiritual and moral goods found among all men, through dialogue and collaboration with the followers of other religions."

Rabbi Frank is equally enthusiastic about the lectureship.

"One of the greatest reasons for discontent, fear and indecision in man is lack of information," Rabbi Frank said. "The purpose of my course at La Salle is for educational intent in the true ecumenical sense—that is, to disseminate information about Judaism, in order to remove any misconceptions and untrue statements. It is my experience of a lifetime, and it is for me the greatest challenge that I have yet faced in my Rabiniate. We must succeed if we are to become one brotherhood with love and concern for all men, as the creation of God."

Brother James Kaiser praised the JCS for sponsoring the lectureship.

"We are deeply indebted to the Jewish Chautauqua Society for sponsoring a course in Judaic thought, and especially pleased to welcome Rabbi Frank to our staff," Brother James said.

Tuition Rise in '67

RIISING COSTS will cause La Salle to increase its tuition in 1967, it was an-

nounced by Brother Daniel Bernian, F.S.C., president.

Tuition and fees will be raised to \$1150 for arts and business students, and \$1250 for science program students. Current costs are \$1020 and \$1100, respectively. Residence fees will remain at \$900 per year. All increases are effective in September, 1967. La Salle's last tuition increase was in 1964.

"Like most people today," Brother Daniel said, "we are confronted by the rising cost of nearly everything. It costs more to construct buildings and to maintain them. It costs more to keep our present faculty and to attract new ones.

"Since tuition is the college's main source of income," Brother Daniel continued, "we have no other choice but to increase our tuition charges. We sincerely regret the necessity for this increase, but under current conditions there is no present alternative."

A Wilder Year

A THORNTON WILDER Festival will highlight the 32nd season of the Masque of La Salle College, which opened with Wilder's Pulitzer Prize winning "Our Town," Dec. 2-11, in the College Union Theatre.

Directed by Sidney MacLeod, the Masque will also present three one-act plays by Wilder from Feb. 24 to Mar. 5, and the year will conclude with "The Skin of Our Teeth," another Pulitzer winner, Apr. 28 to May 7.

Other highlights of the year will include a special issue of FOUR QUARTERS, La Salle's faculty literary magazine, devoted to Wilder's works, and a showing of the movie based on the author's prize winning novel, "The Bridge of San Luis Rey," in March.

A Grain of Salt

CHARGES THAT the "new freedom" in the Roman Catholic Church since Vatican Council II has lessened authority in the Church "may have some validity," the editor of a leading Catholic magazine told a La Salle audience this fall.

Daniel Callahan, associate editor of *Commonweal* Magazine gave his remarks to a capacity audience of 400 La Salle students and faculty members in the College Union Theatre. The talk was part of the college's continuing concert and lecture series held through the academic year.

"Many Catholics now accept authority with a grain of salt," Callahan said. "They do not simply accept without judgement what is said. But this may be misleading, for the Church is being taken much more seriously now."



Rabbi Frank conducts his class in Jewish Religious Thought

"When nasty laymen criticize a Bishop," he continued, "he is criticized because he is not doing what he is supposed to do. It is a way of saying that the authority is taken with such seriousness that it is to be criticized if it doesn't measure-up to its own proclaimed standards."

He decried what he called "the backlash" of the Catholic hierarchy in response to freedom in the Church. "We can't have renewal in the Church without dissention and some confusion. That is the price of renewal," he said.

Wanted: New Writers

FOUR QUARTERS, the College's faculty literary magazine, has been chosen by the National Endowment for the Arts to take part in a program to encourage young writers, it was announced by Brother E. Patrick Sheekey, F.S.C., editor.

The NEA has selected some 100 "little" literary magazines to nominate works by promising new writers for an annual literary anthology, which will be published with the cooperation of several large publishing houses, among them Harpers, Random House, Doubleday, Viking, Grove Press, Anthenum and Farrar-Straus, over the next few years.

Each author whose work is selected for the anthology will receive up to \$1000 and the nominating magazine will be awarded a \$500 grant.

The chief purpose of the program, Brother Patrick said, is to "give wider recognition to the best poems, stories and critical essays appearing in the nation's little magazines."

Warns of German Nationalism

A REVIVAL of French nationalism under President De Gaulle could lead to resurgent nationalism in Germany, a member of Britain's Parliament told a La Salle audience this fall.

Norman St. John-Stevas, an M.P., author, critic and lecturer, gave his remarks to a student-faculty program under a visiting lectureship sponsored by the Danforth Foundation.

"President De Gaulle's foreign policy," St. John-Stevas contended, "has been largely a negative one. Its successes have been negative in nature, such as expelling NATO from France and keeping Britain out of the Common Market. It is extremely difficult to find a positive foreign policy action."

"De Gaulle's domestic policy, however, has given much economic and political stability to France," he added.

St. John-Stevas warned that French nationalism might engender a revival of German nationalism and, he added, "... as long as Britain is excluded from the



Sen. Edward Kennedy visited the campus during the fall election.

Common Market, it will be dominated by Germany, which has a much stronger economic base than does France."

New Evening Program

LA SALLE's evening division has initiated a special pilot program in the behavioral sciences conducted by visiting lecturers.

The program is held in cooperation with the Sisters of the Good Shepherd and consists of four courses conducted one night weekly by local psychologists and psychiatrists.

Courses offered are Psycho-Physiology,

Psychology of the Exceptional Child, Interviewing and Counseling Techniques and Juvenile Delinquency (Thursdays, starting November 10).

Conducting the program are Dr. Carlton W. Orchinik, psychologist for the Philadelphia County Court; Sister Mary of Our Lady of Charity Kohl, psychological consultant, Provincial House of the Good Shepherd; Frank R. Ryan, director of social services, Tekakwitha Hills School, and Dr. Freerk Wouters, assistant professor of psychiatry, Jefferson Medical College.

MOVING?

If your mailing address will change in the next 2-3 months, or if this issue is addressed to your son and he no longer maintains his permanent address at your home, please help us keep our mailing addresses up-to-date by:

1 PRINT your full name, class year and new address on the opposite form, and

2 Attach the label from the back cover of this issue and mail to the Alumni Office, La Salle College, Phila., Penna. 19141.

Name _____		Class Yr. _____	
Address _____			
City _____	State _____	Zip Code _____	

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ALUM-NEWS

'41

H. BLAKE
HAYMAN, M.D.



H. BLAKE HAYMAN, M.D., prominent Bucks County physician, has been elected to the College's board of trustees. He has received an honorary degree from La Salle and the annual President's Medal for "the person who has done the most for La Salle College," both in 1964. JAMES B. MADISON has been appointed assistant to the president of the S. F. Durst Co., manufacturing pharmacists in Philadelphia.

'49

Army Lt. Col. JOHN J. LUXEMBURGER, JR., has been assigned to the office of the assistant chief of staff for force development in Washington. He recently returned from a NATO assignment in Heidelberg, Germany.

'50

WILLIAM G. SNYDER is the newly appointed executive director of the redevelopment authority of the City of Nanticoke, Pa. THOMAS M. WALKER has been appointed wholesale representative for the Wellington Co., Inc.

'51

L. THOMAS REIFSTECK, director of career planning and placement at the College, has been elected vice president, college relations, of the Middle Atlantic Placement Association.

'52

SPURGEON S. SMITH



MICHAEL SASSI has been named assistant to the district director of the Internal Revenue Service in Boston, Mass. SPURGEON S. SMITH has been named special services and trade section head in the sales services department of Smith Kline & French Laboratories. ROBERT VASOLI, Ph.D., has been named director of graduate studies in sociology at the University of Notre Dame.

'53

ALBERT J. MOMORELLA has been appointed

principal of the Lincoln Elementary School in Norristown, Pa. MARK P. GAVIGAN was appointed assistant to the product manager of sanitary chemicals at Rohm & Haas Co.

'55

JOHN J. SILIQUINI, M.D., recently opened an office in Philadelphia for the practice of ophthalmology. JOHN J. MOSS has been appointed district operating manager of Graybar Electric Company's Boston District.

'56

ALEXANDER J. BUTRYM, III, has joined the faculty of Seton Hall University as an instructor in the English department. ROBERT M. ROGERS, M.D., has been appointed associate in medicine at the University of Pennsylvania Hospital. He will be doing research on the physiology of respiration under a fellowship from the National Institute of Health. JOHN J. LOMBARD, Esq., was chairman of the November 19 panel discussion on the Master Plan for Higher Education in Pennsylvania. This panel, sponsored by the Philadelphia region of the Commission for Independent Colleges and Universities, was an outgrowth of the Leadership Conference held on campus in September, of which Lombard was also chairman.



SALVATORE
SORRENTINO, JR.

'57

THOMAS J. FORD has been named manager of internal audits in the Chicago office of Union Carbide Corporation. He recently met Capt. GEORGE KENEIPP in Antwerp, Belgium, on route to Viet Nam. VICTOR D. JOHANSSON, assistant treasurer, the First Pennsylvania Banking and Trust Company, has been appointed manager of their Kensington office. SALVATORE SORRENTINO, JR., has joined Science Research, Inc., as a staff associate. He will represent the company in New Jersey and Maryland.

'58



JOSEPH R. HARRIS

JOSEPH R. HARRIS has been appointed director of police-community relations for the National Conference of Christians and Jews in New York. IRA DAVIS, an Olympic triple-jump star and La Salle's former assistant track coach, has been named head track coach at Cheyney State College. EUGENE J. SHARP, field representative for the New Jersey Education Association, recently opened a new NJEA regional office in Hammonton, N. J.

'60

GEORGE J. CAPALDI, D.D.S., has been appointed professor of fixed prosthodontics at Temple University School of Dentistry. JOHN



Thomas Lynch, '62 (left) and Frank Blatcher, '56 (right), chat with '76er's general manager Jack Ramsay, speaker at a downtown alumni luncheon club event this fall.

A. MITCHELL, III, assistant merchandising manager for Exide International, recently returned from a temporary assignment in the company's London office.

'61

JOHN B. KELLY



JOSEPH F. DONNELLY received an outstanding and quality increase award for his performance of duties as procurement assistant with the Philadelphia procurement division of the Army Electronics Command. JOHN B. KELLY has been promoted to the new position of financial analyst for Sealtest Foods' eastern division, which covers five states and the District of Columbia. He has been accounting supervisor in the Baltimore district and will move to the division general office in Philadelphia.

'62

THEODORE B. ELLERKAMP, JR.



THEODORE B. ELLERKAMP, JR., is a Peace Corps volunteer working in the Philippines. RONALD C. GILETTI was elected Treasurer of

the Sigma Phi Lambda Alumni. JOHN P. LAVIN was promoted to market research analyst at Atlantic Refining Co. JEROME J. MASTAL, a missile launch officer at Malmstrom AFB, Mont., was recently promoted to the rank of Captain. JOHN F. RICHARDSON, JR. was elected president of the Sigma Phi Lambda alumni. *Marriage:* WILLIAM S. MITCHELL to Catherine Dolan.

'63

JOSEPH R. BRENNAN was elected secretary of the Sigma Phi Lambda alumni. ROBERT F. FARRELL received a master of arts degree from Syracuse University. He majored in the education of emotionally disturbed children. FRANCIS X. GINDHART has been admitted to the Pennsylvania Bar Association. GERALD C. KIRSCH received a master of science degree in library science from the Drexel Institute of Technology. Lt. ROBERT T. PINIZZOTTO is at Phon Rang AFB in Viet Nam. RICHARD SNYDER was admitted to the Pennsylvania Bar Association. FRANK STEINITZ was elected vice president of the Sigma Phi Lambda alumni.

'64

PAUL MINEHAN



DENNIS L. ANGELISANTI has been commissioned a second lieutenant in the U.S. Air Force at Lackland AFB, Texas. WILLIAM S. HANSELL has been transferred to Atlanta, Georgia, for his second year with Volunteers in Service to America (Vista). He has been named Vista Leader for the states of Georgia and Alabama. PAUL MINEHAN, the greatest distance runner in La Salle's history, has

been appointed assistant track and cross country coach. JAMES T. PARSONS is serving with the Peace Corps in Ecuador. *Marriage:* JOSEPH A. McDONALD to Mary Veronica Crowley.

'65

EDWARD B. ELENAUSKY



RICHARD G. BALLARD has been named probation officer for Burlington County, New Jersey. MICHAEL DERES, EDWARD B. ELENAUSKY and FRANK KALISIAK are serving with the Peace Corps. DERES is educational assistant in Iran, ELENAUSKY and KALISIAK are teaching in the Philippine Islands. DONATO GIUSTI, JR., received a master of education degree in secondary education from Pennsylvania State University in September. JOSEPH G. HENRICH received a M.A. in English from Lehigh University in October. WALTER J. OKON has been commissioned a second lieutenant in the U.S. Air Force at Lackland AFB, Texas. JOHN J. SMOLUK was promoted to the rank of Army first lieutenant in Hawaii.

'66

RICHARD P. DALY is working with the Peace Corps in Bogota, Colombia. R. JEFF DONOHUE recently completed a six week course in New Brunswick, N.J., in preparation for a sales career in the hospital and professional division of Johnson & Johnson. THEODORE T. KARAS has been commissioned a second lieutenant in the U.S. Air Force at Lackland AFB, Texas. *Marriages:* RICHARD V. HOPPENHAUER to Rosemary McKeon; OTTO T. NEBEL, III, M.D. to Sandra Jean Sauerwein.



A capacity crowd attended the dinner-dance which highlighted the third annual Homecoming Weekend this fall.

1966 LA SALLE ANNUAL FUND



An institution that cannot rally to its financial assistance the men who have taken its degrees and whose diploma is their passport into the world is in a poor position to ask assistance from others. It is not merely what the alumni give; it is the fact that they do give that is of supreme importance.

*Charles W. Eliot
President Emeritus, Harvard College*

La Salle College has been described in a recent television presentation by a College administrator as "a good College on the verge of greatness." La Salle has followed the high road of academic excellence that has earned it a place among select colleges in the nation. For more than one hundred years, the Christian Brothers and a growing number of dedicated lay faculty have fashioned a record that makes La Salle a center for challenging education. In 1966, La Salle is a complete entity—a Catholic College, a Christian Brothers College, a Liberal Arts College, a pre-professional school, with day, evening, and summer sessions, a graduate program in theology and a variety of workshops and institutes.

La Salle as other institutions of higher education has faced the complicated problems that go with rapid increases in enrollment and course offerings. You can see some measure of the impact of these changes from the following comparisons:

<i>PROFILE OF GROWTH</i>	<i>1954</i>	<i>1964</i>	<i>1974</i>
Total Enrollment	2,490	5,900	6,980
Day	1,320	3,000	3,600
Night	1,170	2,900	3,380
Total Faculty	89	271	364
Student Aid	\$ 104,310	\$ 293,292	\$ 443,000
Faculty Salaries	\$ 468,173	\$1,333,060	\$3,062,100
Total Budget	\$1,132,720	\$4,690,900	\$7,327,800
Number of Buildings	8	17	22
Income from Gifts and Grants			
Christian Brothers	\$ 83,215	\$ 157,900	\$ 300,000
Alumni, foundations and Other Sources	\$ 28,302	\$ 201,441	\$ 400,000

The college depends upon unrestricted contributions to meet its annual budget of \$6 million. The '66 Annual Fund has been programmed to accept an annual increasing share of this need. The success of the effort will be measured by your personal involvement.

La Salle's spectacular growth has been achieved within the framework of these objectives:

- liberal education with depth of study
- quality programs for day and evening divisions
- balanced courses of study for students planning graduate work
- high academic standards in conjunction with research facilities
- increased services to the community

Despite a difficult fiscal task, the present budget of the College is \$6 million. The College has grown and advanced in its mission to send forth alumni to become leaders in medicine, teaching, business, and many other fields. Your help, and that of many other friends and College alumni, is vitally needed to keep pace with the demands of our changing world. Thomas H. Huxley offered an appropriate challenge that fits La Salle College's '66 Annual Fund Program for faculty and lectureship funds. He said, "The rung of a ladder was never meant to rest upon, but to hold man's foot long enough to enable him to put the other somewhat higher." You can assist La Salle toward the next rung.

Annual giving this year is being focused toward the La Salle College faculty . . . to improve faculty salaries, to raise additional funds for more teachers, and to bring still other noted educators to the campus in the form of visiting lectureships. Your contribution will help carry forward this most important growth in the academic life of your College.

THE HOLROYD FUND

A Tribute to Excellence in Teaching

The ritual has been repeated thousands of times in the past 46 years. "The Good Doctor" settles into his chair, pulls the flame down into the bowl of his pipe and his office slowly fills with swirls of blue fragrance . . . a signal that talk can begin.

The student who has come to rub minds with Dr. Roland Holroyd — and the thousands who have come before him — may seek advice, may have a technical question, or may just want to listen to a fascinating potpourri of thoughts, experience, travels and memories.

Dr. Holroyd ranges easily from his first days at La Salle College in 1920 as a part-time instructor, to the present. He may say with a smile, "I deny emphatically that I go back all the way to Methuselah . . . He retired the year before I came to La Salle."

Dr. Holroyd's influence on nearly 6,000 students shines through his philosophy of teaching: "Education at La Salle has never been an intellectual broth cooked-up to be spoon fed to students. The art of teaching is making a student want to learn. The familiar aphorism that you can lead a horse to water but you can't make him drink, is untrue. You can make any horse drink if you salt him first. So, the student's interest must be salted. It takes time and patience, a love of subject and of the student, too."

He has not changed his colorful ways. He is "salting" his students as successfully as ever . . . he still delivers his lectures in an academic gown . . . and although his classes have tripled in size, he still gives challenging essay-type examinations.

RECOGNITION NOW

Roland Holroyd is one of La Salle's great teachers. His contributions to the College, the community, and to nearly 6,000 students now ripples out to unknown people and places.

It was Henry Adams who said: "A teacher affects eternity; he can never tell where his influence stops."

Why wait to honor this example of teaching excellence?

THE HOLROYD FUND

A fund is now being established at La Salle to create an endowed lectureship in honor of Dr. Holroyd. This fund will make it possible to bring four outstanding lecturers to La Salle each year. Here is your opportunity to recognize Dr. Holroyd's years of inspirational teaching . . . and to have a part in bringing other great teachers to La Salle College.

The visiting lecturers will be eminent authorities in biology, Dr. Holroyd's own chosen field. They will enhance the La Salle reputation and tradition of teaching excellence and will bring a cross-fertilization of ideas to La Salle students.

A LIVING TESTIMONIAL

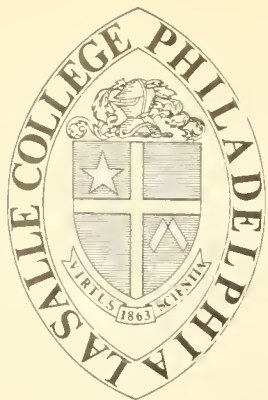
In this day and age, too few students can experience the miracle of sitting on one end of a log with an inspiring teacher on the other end . . . the kind of experience that has become a Holroyd hallmark. The Holroyd Fund will make possible an ongoing tribute . . . a living testimonial. A memorial need not be fashioned in brass or stone. Charles Townsend Copeland believed, ". . . the best memorial is some beneficent thing or function that shall bear his name."

YOUR TRIBUTE TO DR. HOLROYD

You can honor this great teacher by contributing toward the establishment of the Holroyd Fund as your annual giving to La Salle College this year. At the same time, you will be increasing the educational experience available to the campus community.

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THE CENTURY CLUB

The Century Club was founded in 1960 by a group of alumni and friends. The Club has as its objective the advancement of La Salle College and its educational aims through financial aid.

By their gifts to the Annual Fund, members of The Century Club support La Salle's program of continual commitment to scholastic excellence, sustained academic development, a curriculum suited to the needs of the community and the nation. Equally important, Century Club members provide both inspiration and example for alumni and friends of La Salle who participate in the Annual Fund.

The term of membership extends for one year from October, 1966 to September, 1967. Gifts of cash, securities, or property having a value of one hundred dollars or more are acceptable.

Within The Century Club itself, there are opportunities for leadership in three membership groups, which are:

TRUSTEES—Gifts of \$1,000 or more

DIRECTORS—Gifts of \$500 or more

MEMBERS—Gifts of \$100 or more

You may enclose full payment with your contribution card, or you may make a pledge to be paid in semi-annual or quarterly installments.

For the year 1966, The Century Club takes great pride in providing the leadership for the establishment of the Holroyd Fund. Those who wish to allocate their Century Club contribution to The Holroyd Fund will become charter patrons of this Fund with their names recorded as such.

In appreciation of their alumni leadership and service to La Salle, Century Club members are accorded the following special recognition:

- Engraved membership cards are issued.
- The Annual Report of The President is sent to each member during the year of his membership.
- All Century Club members are invited as guests of the College to an annual reception held in their honor.

La Salle '65 Annual Fund

(October, 1965 to September, 1966)

DONORS—1177 AMOUNT—\$32,990
PARTICIPATION—12%

Alumni of La Salle who participated in the Annual Fund by joining the Century Club made it possible for the Fund to get off to a fine start. We are especially grateful to those alumni for their generous support.

Century Club Members	121	\$ 100 or more
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Century Club Trustees	4	\$1000 or more

Class of	No. of Contributors	Total Amount
1904	1	\$ 100.00
1910	1	\$ 100.00
1916	2	\$ 60.00
1917	1	\$ 100.00
1919	2	\$ 102.00
1920	1	\$ 100.00
1922	2	\$ 200.00
1923	1	\$ 10.00
1924	2	\$ 20.00
1926	1	\$ 100.00
1927	3	\$ 120.00
1928	2	\$ 35.00
1929	2	\$ 135.00
1932	1	\$ 500.00
1933	1	\$ 25.00
1934	1	\$ 10.00
1935	6	\$ 190.00
1936	6	\$ 260.00
1937	3	\$ 210.00
1938	16	\$ 929.68
1939	12	\$1050.00
1940	9	\$ 370.00
1941	6	\$1265.00
1942	9	\$ 760.00
1943	10	\$ 810.00
1944	6	\$ 345.00
1945	3	\$ 135.00
1946	8	\$1120.00
1947	3	\$ 135.00
1948	34	\$1105.00
1949	44	\$1468.50
1950	38	\$1190.00
1951	37	\$ 920.00
1952	48	\$1573.00
1953	30	\$ 970.00
1954	39	\$ 833.00
1955	42	\$1165.00
1956	42	\$1137.00
1957	52	\$1228.00
1958	53	\$1362.00
1959	51	\$2320.00
1960	43	\$ 784.00
1961	64	\$ 900.00
1962	77	\$1283.00
1963	67	\$ 894.82
1964	86	\$1298.50
1965	74	\$1067.00



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LaSalle, Today & Tomorrow



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La Salle

QUARTERLY LA SALLE COLLEGE MAGAZINE

LA SALLE COLLEGE LIBRARY

TELL IT LIKE IT IS

SPECIAL ISSUE

IN THIS ISSUE

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La Salle students, represented by the leaders of the student body, speak-out on many of the urgent problems of our day. Messrs. Kopaz, Tiedeken, Roadfuss, Mc Ginnis and Connaughton, "tell it like it is" on subjects ranging from civil rights to individual rights.

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CREDITS: Cover photos by Charles Sibre; page 1 and inside back cover by Walter Holt; page 7, art courtesy Saturday Review; page 11, art by John Boyle; page 28, photo by Jules Schick; page 30, U.S. Army photo; page 31, photo by Robert Halvey; all others by Charles Sibre.

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

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Number 2

Ralph W. Howard, '60, *Editor*

Robert S. Lyons, Jr., '61, *Associate Editor*

James J. McDonald, '58, *Alumni News*

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The Student



peak: **TELL IT LIKE IT IS**

MARY POPPINS
IS A
JUNKIE

I
AM
ANONYMOUS
HELP
ME

'It's an old man's Congress, but a young

WHAT is the "Student Rebellion"? Who are the rebels, and against whom is the "revolt" directed? How does today's college student really feel about life in America today—Vietnam, the draft, the new "sexual freedom," respect for authority, civil rights and, for La Salle students, about the College itself?

Oddly enough, apparently many colleges and universities—each surrounded by hundreds, even thousands of young people—have seldom thought to ask these questions of those who should know best—their own students.

Five leaders of the La Salle student body—all but one elected to his post—were chosen for this interview, which of course reflects only their personal opinions. Hopefully, however, they do represent a cross-section of La Salle's 6,000 day and evening students, since each in his position contacts many other student leaders daily.

Engaging in the conversation are James A. Kopaz, 21, president of the day school's student council; John F. X. Roadfuss, Jr., 28, president of the evening student congress; William J. McGinnis, Jr., 21, president of the student organizations commission; Mark P. Connaughton, Jr., 20, president of the residence hall council, and Richard Tiedeken, 20, editor of the student newspaper, *The Collegian*. All but Tiedeken, a junior, are seniors.

LA SALLE: Gentlemen, what's bugging you? What single problem of today's world concerns you most?

TIEDEKEN: It's the idea that in this modern society, where we have made so many technological advances, there are still so many people who are left in poverty, hunger, disease, being killed in wars, and things like that—that we haven't made, I suppose you might say, social advances to the same degree that we've made technological advances.

MCGINNIS: Probably, apathy. There are certainly many problems today, but the big problem I see is that people complain and gripe, but they won't do a darn thing about it. A lot of people will say, 'well, it's always been this way,' but I think it's worse today than it has ever been. People care less, they're more individualistic than ever, at least in their own concerns—they just don't care, don't want to get involved, but at the same time they gripe and complain. We have to get a more united effort from people to solve our problems or we're not going to solve them . . . whether they be problems of the city or what-have-you. Our large urban areas are experiencing many problems, and the big push now by people in government is to get more people involved in solving these problems. But they're having great difficulty doing that.

ROADFUSS: I think I'll fight the young man's fight now. I'm pretty well dissatisfied with legislative indifference when it comes to heeding the voice of the youth of this nation. I don't feel that all of the recent publicity about Berkeley, picketing, protests, the present draft status—I don't think it's being heard. I think that the young people, although they constitute the majority, actually are in the minority when it comes to forming legislative opinion. They do not receive adequate treatment when it comes to (legal age for) voting, drinking, the right to make the laws. Rather, it's an old man's Congress, and an old man's legislature, but a young man's world when it comes to solving the problems and doing the work.

I'd agree with Bill, too, of course. I think this apathy comes from the fact that when you have old men making your laws, these people are basically concerned with far-fetched problems, generalities. They don't make the laws

communicate

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man's world'

any more to specifically, clearly define rape on the streets, abandoned autos, etc.: they just worry about the large group of young people in general terms, while concerning themselves specifically with such things as oil depletions, tax deductions. The legislation is completely oriented toward the elderly man in the wealthy group—the top middle class family. I don't think youth is given an opportunity to voice its opinion. There isn't a law written today that gives young people a right to say what we'd like to see 25 years from now. The laws are written for 25 years ago.

CONNAUGHTON: I certainly agree with Rich. This technological society we live in certainly makes it more and more difficult for a person to be a human being. It's the depersonalization and dehumanization by the machine we've built that seems to have made us forget how to live. Our progress seems to have pushed us back further into ourselves, rather than unleashing what I think of as the possibilities for further human development and achievement. It just seems like with all the energy we spend on building piles of money, big machinery and things like this, we seem to have lost sight of something more important—just living and enjoying life.

LA SALLE: We hear much of the "new student freedom"—what is it? Have you seen it? Does it exist here at La Salle?

KOPAZ: Something along those lines has developed here during my four years at La Salle. Students have at least been recognized much more—their thoughts about many different matters have been recognized by the administration. This may be part of the new student freedom; the students are being given a chance to talk about what's on their minds. Whether or not they're being heeded is another point. I think the student newspaper is a great

—continued

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Connaughton: "I'm more willing to experiment"

'Young people hav

example. Four years ago the paper was four pages of not too much, while today there is six or eight pages of good opinion and criticism. They have a free hand in expressing the students' viewpoint, and often create some type of movement by the administration on some of the things that appeared in the paper.

LA SALLE: Well, why has there been a so-called student revolt?

TIEDEKEN: I think it has been because the student has come to realize he has a certain amount of power—that by staging a sit-in or protests he can make the officials of his administration bend somewhat toward his viewpoint. As to why he's doing this now rather than before I think it's because all of today's young people are coming to accept responsibility, to think in a responsible way; I guess you might say, to grow-up faster. I think you see this everywhere. Whether this is good or not, I'm not sure. I think so, in the long run—although it poses a lot of problems along the way, for our society in particular, because people in the older generations, who didn't grow-up as fast, aren't ready to accept this younger generation growing-up this rapidly.

ROADFUSS: This is the premise I started on. I don't think there's enough heed being given to some of the cries of the young student, and the young man. I think that at (age) 28 I have a right to voice my opinion on the laws I'd like to see for the years to come—not just for today. I don't only want to solve problems of today; I want to create opportunities for tomorrow.

I think that we're starting to see on our campus something that Vatican II began—an up-dating or search for ways to make our campus and the world around us aware that we want to have a voice in the things that are done. I think Rich's comments are well-taken; I think young people are responding in a responsible way. This thing at Berkeley was an isolated incident; the reason we're here now is because somebody thinks our opinion is worth something. I'd like to see more of this, because I think our main problem is communication. Until I met Jim, I don't think I'd met one day school president in six years. We don't have enough communication between the evening and day students; we don't appreciate their problems, and they don't appreciate ours. This is a problem all over the country. Young people for the first time have decided they want to have a say. Some are far to the left, others to the right, but somewhere in between you'll find responsible young people between the ages of 18 and 30.

Somewhere, these young people will get together and decide that rather than have a lot of 60 and 80 year olders decide what kind of laws suit *them*, why shouldn't we have as much right to decide what goes on at La Salle, in

decided they want their say'

our city, in Pennsylvania, in the U.S. After all, the norm is about 30 years of age. It's our country and if we're not good enough to support it, the laws they're writing today won't help a bit. I'd just like to see young people listened to a little bit more.

LA SALLE: Apparently many young people have already been alienated. Do *you* trust any one over 30?

TIEDEKEN: I guess it's old fashioned, but I'd say I do.

KOPAZ: I trust people over 30, once I get to know something about them. I don't doubt anybody until I have cause to.

TIEDEKEN: There's a big difference in trusting somebody, looking at them and knowing they're playing it square with you, and taking everything they say at face value. I know a lot of people over 30 whose opinions you have to look at within the perspective of the fact that they're in an older generation, and that they may not be viewing things as objectively, perhaps, as those with their fingers on the pulse of society.

CONNAUGHTON: I think that we're a little bit more ready to question an adult, say 30 years old or older. In the past, it seems like youth were a little more willing to have the answers given to them. Now, we're a little more interested in finding the answers for ourselves. I think we're still willing to listen to those older than us, but we're a little more ready to question, a little more prone to criticize, and to strike out on our own. I think the lines of communication are still there, and I think this situation is more healthy than just blind acceptance of authority.

LA SALLE: Do you feel that the values your parents hold are as valid for you as they were for them?

CONNAUGHTON: I think I'm looking for my own value structure, whereas, it seems those of my parents and other adults are set. I'm not too sure right now; I think I'm a little bit more willing to experiment, rather than just accept them.

MCGINNIS: People over 30-35 have values that are set and tend not to question them; whereas, we answer, 'you say this is so, but *why* is it so.' Many of these people have never asked themselves *why*, it just *is*, accept it and go along with it. Today, we're more interested in *why* is it, and if it is such, is it necessary to go along with it. Sometimes the younger person goes too far one way or the other—either he doesn't challenge it at all or he challenges it too much, and you get this revolt and conflict.

LA SALLE: Is it possible to challenge values too much?

TIEDEKEN: I don't think an individual can challenge values too much—not in the sense Bill mentioned, continually asking 'why, why,' and if there isn't a good reason then let's not bother with it . . . let's forget it, if it's useless. I

think you reach a point where there is an answer to that 'why' and, if you can come up with it, you've reached a point where you're starting to discover values for yourself. If we stop asking why we're doing something, we cease to be a member of this new youth generation and become another person.

ROADFUSS: That's the point. When do you become the other person?

LA SALLE: Yes, when does one become the "other person." When did you, John? Or have you?

ROADFUSS: No, I don't think I have. I'll stick with youth, for the time being, because I haven't reached the point where I'm satisfied with my own values. Nor am I satisfied with the society I live in, nor am I satisfied with our campus as it is. I think there are too many things to be done to suddenly 'retire.' I don't think it's time to retire. I'm still asking why, and I think it's the most important question to ask.

TIEDEKEN: I think to some degree that this question of seeking answers and asking why, has been a factor of the youth group for generations. I suspect that an important feature of the 'new youth,' if you will, is the activist question—today's youth is more and more wanting to go out and *do* something to correct problems. They're seeking, asking why, but at the same time they feel an impulse to *do* something to correct problems. At times, this is responsible for some situations that people suggest may have gone too far.

LA SALLE: Well, where does protest and demonstration end and anarchy begin? That is to say, what authority, finally, are you to respect and what are you going to reject?

TIEDEKEN: Ultimately, I think it must be one's own conscience. This would be the position of the major religions in the world today. And I think basically it is the position of our social and political structures, too. At the same time, you have to consider the individual and the society. He must consider the role he plays as an individual, connected with other individuals in society, and balance-out that individual conscience against his role in society.

LA SALLE: Do all of you think your conscience should be heeded above what is considered to be the law of the land?

KOPAZ: I'd say my conscience should be heeded so long as I can convince a majority of the people that my conscience is right. But if I'm in the minority and after protest they don't agree with me, I should not interfere with their rights, as long as I have the right to speak my own mind.

TIEDEKEN: If there is a law of the land that counteracts something in your conscience, then your obligation is to your conscience.

'If you stop questioning, you've really

KOPAZ: Fine, but just because a minority of the people are against something, legitimately or not, I don't think any law we're presently following should be changed just because the minority is speaking out against it—unless they can convince the majority that they are correct.

ROADFUSS: Ethically, a man has to follow his own conscience in speaking out against an unfair situation, law or apathy. If a man witnesses apathy, I think the man who does something about changing it has a right, then, to make a statement about those who stood by and allowed it to happen. He has to be true to his own self; he has to follow his conscience. If he doesn't, he can't live with himself and, at this point, I'd say he joins that group who stop thinking and start reacting to things around them almost mechanically.

KOPAZ: I think a person *can* stop asking the question, why, at a certain point and still not be non-thinking. You should be able to ask the question, 'why,' and be able to answer in two ways: first, getting the answer if it can be gotten, or secondly, if you've tried your best and are happy with what you have, examine the information you have and make up your mind to look into something else. I don't think you continually have to pursue something from birth to death.

TIEDEKEN: I think you do, Jim. I think that's one of our problems right now in Vietnam. There are some people who have made-up their minds and are satisfied with a situation for which we just don't have enough information to get an answer. I don't think you can be complacent like that, if for no other reason than the world is made-up of individuals and situations that are constantly changing. To make-up your mind, to become complacent, you're going to miss-out on a change and you're just not going to be with it any more.

CONNAUGHTON: The system is stacked against behavior like you're talking about. It seems as if it is. John has been talking about the inability of our youth to influence law making, and so-on, and I think that's a very cogent point. It's awfully easy to get discouraged, because you're one person and you're up against the system; it's the old story about city hall. You bat your head against the wall just so many times, then decide you're only a voice in the wilderness—and, unfortunately, a lot of times it turns out to be that.

I disagree with Jim. I think you have to keep questioning your values, but I think the real problem lies not in just questioning, but whether you're ready to *do* something about it. You can give-in to the system and still question it, but whether you're ready to try to change it—this is where most of us fall down.

KOPAZ: I'm not saying you should stop questioning everything, but I don't think you should have to follow everything in life right down the line. Obviously, there will be so many things in life to which you can't find an answer. You should be happy with the fact that you're going to question it, but maybe not get an answer.

TIEDEKEN: I'm not saying you should let your personality be torn apart because you can't get the answers to all of the questions in the world. I'm saying that if you stop questioning, then you've just stopped living, really. I don't think you can be satisfied, because I don't think it's possible to be satisfied with an answer, unless you feel you've gotten all of the facts and grasp the situation completely. I don't feel that way about anything.

ROADFUSS: Jim, wouldn't you agree that the only thing permanent is change? You must decide, 'how long will a judgement last?' Today . . . tomorrow . . . next week?

KOPAZ: Now-a-days, not very long.

ROADFUSS: That's exactly my point. I don't think we're thinking the way our law makers should. They should write laws for today to solve problems, but their responsibility lies in making laws that will be good 10-15 years from now. You have to provide the flexibility in the laws to be able to change, when the situation presents itself.

TIEDEKEN: I feel one has to make a decision, but you have to constantly be re-evaluating it. You can't be satisfied. That's the biggest thing I objected to, really.

KOPAZ: I think you *can* be satisfied with a decision. I think you can be.

LA SALLE: Does any one of you feel there is an external person or body which you don't question—such as your parents, the state, the Church?

MCGINNIS: I will question just about anybody; I'll question the rationale of just about any group, above or below me. You have to, as an individual. You may question some people 20% of the time, others 90% of the time, depending upon your respect for the individual or group. I would personally feel I could question—and do—most groups. I can't think of any I wouldn't question.

TIEDEKEN: For practical purposes, there are times that you put yourself under an authority, for one reason or another. In a practical situation, in a matter that's not of too much importance to your conscience whether you do it one way or another, you accept the word of that authority. Say, for example, you're working on a job and you have to make a decision—where the question isn't a moral one, perhaps it's a profit and loss one—and your boss tells you it should be done one way, and you feel it should be done another way. You may speak-out against it, but you'll do it his way, because that's the way a business has to work.

opped living'

CONNAUGHTON: One may have a personal goal and he also has his own principles. I'd say as long as your own principles, your own integrity as a person, is not challenged, then you're willing to accept that authority. If you have strong feelings about it, though, I think it would be very unauthentic if you were to accept that authority. I can't think of any sources of authority that I don't question at one time or another.

KOPAZ: Until recently, the last few years, I never really questioned things too much—my parents said this, my government said this, and my Church this. But within the last 3-4 years, I've started questioning—for example I'm questioning my religion, my government, but I haven't gotten to the point where I'm questioning my parents, yet. Do I question every source of authority? I'd say no. But I am starting in these two major areas. I haven't started questioning parental authority, yet; I guess, in this aspect, I'm still from the old school.

ROADFUSS: I think the only time you start to question that (parental authority) is when you become a parent yourself, Jim. I, myself, always thought my father was never wrong. I think that's an image you build-up of your own parents; in fact you hope for it. When you become a father, you begin to change your mind; there may be a better way to raise a child or run a household a little differently. I think you do have to question almost every established authority for, after all, the only authority that we know of that can't be questioned is the Divine authority—and this only in faith and morals. And even those we'll question, in our own minds, silently. I'm sure we all do. I think we have a tendency to want authority, because we need authority in order to have a society. Without some authority, where is society? It becomes a mass of anarchists, everyone running around making his own laws.

All of us will agree with the time-lag theory, that it takes time for youth to finally get its voice and, by the time it does, it's in the middle-age bracket. Eventually, that time-lag is going to be reduced to the point where young men will have to have some say in their local society, in religion, etc. After all, where do your marriages, your new families, come from? Not the older groups.

LA SALLE: Is there a new "sexual freedom" among young people today, compared with values held by your parents?
KOPAZ: I'd say, no, we just know more about what's going on; we didn't know about it in the past.

TIEDEKEN: I can only venture a guess, because I don't have the perspective on things as they were before, but I would suspect that there really hasn't been that much of a change in our sexual morés. It's just that things are becoming more overt—people aren't hiding that much or trying to conceal as much.

—continued

LA SALLE, Spring, 1967



"It's nothing against you personally, sir. Our generation doesn't trust anyone over thirty."

Courtesy Saturday Review Magazine and the artist

'There really hasn



Roadfuss: "Our youth know more of the facts"

ROADFUSS: I don't think there's any more promiscuity than there ever was; it's only a matter of people looking into it more and they're publishing more about it. They're letting the youth of the nation know some of the facts, which I think, in turn will have a good effect. Again, we get back to this matter of questioning: if you want to know what to do about a problem, you first must know all of the facts. And I think that when I was 19 or 20, while in the service, sex was a pretty misused thing—the term itself. It was thrown around in the Marines like it was going out of style, and at the time I had no appreciation for either the term nor laws that regard sex, because then I could care less. Now, of course, I do appreciate this more, since I'm a father and have a little girl of my own; now I'm starting to think like the other generation. I'd like laws to be more stringent, but at the same time, I don't think they'll have to be, because I think our youth know more of the facts now—that it does go on, and it's up to them to see that it's stopped. If they want to indulge, okay. Again, it's their own conscience; they're going to have to rule themselves. No one can make any law that a man *has* to live by. In my opinion, there isn't one fact that proves there's more (promiscuity), but rather there has been a change in our society.

TIEDEKEN: I'd venture a stab that there's another application of this. In terms of sexual prohibitions, people are no longer willing to accept prohibition, *per se*; in other words, just because somebody says 'this is wrong,' that you must not do it. This questioning attitude is starting to ask, 'why is it wrong. What is it actually doing; is it hurting anybody'?

It seems to me that there is a big dichotomy here. (*Playboy* Magazine publisher) Hugh Hefner's side is saying, 'sex is fun, okay, as long as it's not hurting anybody, let's go ahead and do it,' ignoring the fact that it perhaps becomes nothing more than a mechanical pleasure-satisfying device. While on the other hand, some people are saying, 'well, is there actually something *good* in it; is it getting us some place; is it something that improves the relationship between two people; and, at the same time, does it really do any damage outside of marriage? Then why not pre-marital sex'? And then, in the middle of the road, I think there are people who are re-examining the traditional sex morés from a different point of view, perhaps.

CONNAUGHTON: I tend to think a lot of this talk about sexual freedom is feed-back, though. I would think that there's a lot more emphasis, a lot more publicity on questions of morality and sexuality than there has been in the past; it's an 'in' topic now-a-days. As far as more freedom

een a lot of change in sexual mores'

goes, I would term it a little more opportunity, let's say. There seems to be a definite relationship between the amount of affluence in a society and the amount of permissiveness.

This is in hindsight, but I would say that high school students—the generation that's following behind us—seem to be more sexually oriented than I was, when I was in high school. I'm really taken aback by some of the things I see among people younger than myself. I've talked with other people about this, and it seems as if the generation behind us is getting the benefit—if you can call it that—of all this. ROADFUSS: This, I think, is the mistaken identity of the youth group. I would think, at age 28, that these fellas were having all the fun and I was not. I personally have seen more promiscuity among responsible people *above* 30, than I have at 30 and below. I can attest to this fact, and I'll assert that when I was 19, I *talked* more than I did.

I think that the youth of the nation are finally asking themselves the questions. I've heard young fellas and girls around the evening school talk openly about it, and not feel that it's a dirty word; they didn't have to go hide in a corner and whisper.

LA SALLE: Do you feel that you're less inhibited than were your parents.

ROADFUSS: Most definitely.

KOPAZ: We're probably less inhibited today, because we're more free to talk about these things than our parents were, but I think that's the only change. They just didn't talk about it, or discuss it openly, as we do now. We are less inhibited, because we question and discuss things more maturely.

MCGINNIS: I'd like to issue the minority report. I think that in general young people today are less inhibited, but I think that they are also more sexually promiscuous. This has been my experience with people in my work. I definitely feel this way for many varied reasons, and I think it's on the increase. I think it's going to become a great problem.

First of all, let me say I think young people are getting involved with sexuality younger than ever before. I think that young people today are carrying things a lot further in regard to pre-marital relations. And I think that it's less checked and more accepted than ever before, and this is a climate that's going to foster this.

I'm basing this on the problems I've had to handle in my own work, and on problems they're beginning to have in the school system, even in the seventh and eighth grades, with which I have a lot of contact through teachers. Many of them have been teaching for awhile and haven't had these problems before—where these young girls and

fellas in 6th, 7th and 8th grades are getting involved in some problems we never had before. I think the inhibitions are going and that this is fostering this climate. Thirty years ago, a mini-skirt would have been unthinkable.

TIEDEKEN: I suspect that for human beings, in general, there really hasn't been a lot of change in sexual mores, as far as actual practice is concerned.

KOPAZ: We've been talking about high school students, rather than age, as our guideline. Years ago, you left school when you were 16, so kids are doing things now, in high school, but the kids who were not in high school years ago were doing the same thing. Many were already married. The difference now is that more people are going to school longer.

TIEDEKEN: I think that's a crucial point, Jim. A person who's going to finish four years of college, then get drafted, and then maybe go back for a year of graduate school, is really 24-25 years old before he's in a position to marry and raise a family without taking on an appreciable burden. By the same token, he's been ready since he was 14, physically. Perhaps it's the fact that we've got this continuum of people in school that's making kids grow up, in a sense, earlier and earlier, because they just see other students a few years higher than them. Formerly, there was a break: you quit school, became an adult, went out to work, and everybody else was a school kid. Now, plenty of adults are students.

LA SALLE: Are La Salle students interested in drugs, LSD for example?

KOPAZ: I'd say, no, because I've never seen any interest by people I've talked to.

TIEDEKEN: I would say for the average student, no. As far as a few specific examples, I'd probably have to say, no comment. It's only hearsay, so I can't account for it, but I have heard of La Salle students using both marijuana and LSD.

CONNAUGHTON: Most likely, there has been some experimentation, but this would be a very, very small minority.

KOPAZ: I'm sure that out of 3,000 students there would be several who have tried it. But I haven't heard it discussed with any interest.

LA SALLE: Why do you think that's true? Are our students better adjusted than others?

TIEDEKEN: The atmosphere here is different, I think, than at schools like Penn or Temple, for example, schools where they certainly have a problem with this. We're not in the downtown environment, we're away from it a little bit. You have the religious angle, too. Also, most of our students have come up through the diocesan high schools, where this particular sort of immorality, I would say,

'Congress has allowed the Supreme Court

would tend to be discouraged as immorality out-of-the-ordinary. It's something new and strange that some evil man is coming along to corrupt you with.

ROADFUSS: I've never, in my own experience, heard of anybody using or testing drugs in the evening division. To me, LSD has been presented in such a glamorous light, I've heard discussion about 'what is it or how do you make it'? The only kind of curiosity I've heard on campus has been sort of an academic one.

LA SALLE: What is your opinion about the state of our laws *vis-a-vis* the Supreme Court and Congress? Has the Supreme Court "gone too far?"

TIEDEKEN: No, I don't think its gone too far.

MCGINNIS: Yes, I believe that the Supreme Court is interpreting the law in the minds of nine men, and, many times, in the minds of only four or five men. These men may not be in the mainstream of public opinion, and may not have the proper attitude toward these laws.

To give an instance, Justice Warren—who, by the way is not an attorney—spoke in Bolivia and expressed the viewpoint that fewer attorneys should be appointed as judges. And yet his decisions on the Court have been to the contrary. His personal opinions are one thing, yet his decisions are another. I wonder sometimes how a man can believe one thing, but decide another.

Also, I think many times the Court ignores, or refuses to hear, many cases I think they should hear and often takes jurisdiction over cases where they really don't have jurisdiction.

CONNAUGHTON: I don't think the Court has gone too far, but I do think the Court's involvement in many things, which in the past have been regarded as political, points out a problem in the system, in that Congress has not moved into areas that are its own sphere of influence. The Court has moved into areas of authority where Congress has allowed it to (move in). The blame lies with the Congress and, ultimately, with the American people. We're willing to let Congress operate with very antiquated procedures and principles. We haven't really seen fit to change the situation.

ROADFUSS: I feel they have gone too far, and I feel they've gone too far because no one else has taken action. I think it's a matter of Congress having taken so long to investigate the feasibility, the questioning of proposals, getting them on the floor, and getting them to a point where people want to act. In the interim, we've had test cases presented by minorities long before the Congress could consider all the issues and put it to a referendum. I think the Congress has to learn how to think more quickly and act more efficiently, in which case we'll have no need for Supreme

Court decisions; they'll come from the people, via their representatives in Congress. Now, it's up to Congress, which is supposedly becoming more youthful. I think they'll take the message more quickly to the floor, debate it, and come out with action before we get such questions 'should we pray in school' before the Court.

KOPAZ: That's one subject I really don't have any opinion on; I've never really followed it. I don't know what the latest decisions have been on any particular case.

LA SALLE: Could we quickly get your opinions about whether the Warren Commission did an adequate job? Are you satisfied with its investigation of the Kennedy assassination?

MCGINNIS: No, I basically think it wasn't conducted very effectively and certainly not properly in its investigative technique. The people charged with the jurisdiction over this rarely, if ever, were ever even there. This theory that the Commission's whole position is hinged on, the one bullet theory, was formulated basically by one man and on rather flimsy evidence—a sketch, which is the whole key. The questioning of witnesses was extremely haphazard.

ROADFUSS: No, I don't think that they tried to disclose all the facts, nor did they try to investigate all the circumstances. As far as the one bullet theory goes, it's preposterous. There's a photograph which shows the hand (of Gov. John Connally) on the outside of the automobile at the time the shot was supposed to have struck Kennedy and Connally's hand.

KOPAZ: I'm afraid I have to say, yes, I am satisfied (with the Report). I think they did exhaust a lot of energy in examining a lot of testimony. I think we'll just have to go with the conclusions they came to, with the facts that they had. Now, if someone should come up with some substantial facts in the future, I would unquestionably agree that this should be re-opened. But now, I don't think I could question the investigation's validity.

CONNAUGHTON: I'm not entirely satisfied with the Report, either. I would think that as long as there are valid questions that can be asked about the assassination—and I think there are, such as the one bullet theory—then I think they should be answered. All considerations of the Kennedys, and the emotional problems that they've gone through, to the contrary; the questions should be answered. I think that the Commission tried to arrive at an answer as quickly as possible and, I think, a little too quickly.

TIEDEKEN: I'd probably be willing to accept the idea that Lee Harvey Oswald shot the President, or at least fired shots at him. I'm not sure about the one bullet theory; I haven't followed the technicalities too closely. But I do think that they shut the door too fast. There are too many

go too far'

problems that really haven't been tied down properly, as I can see.

LA SALLE: Do you think that the Negro civil rights movement has moved too rapidly in the last few years?

TIEDEKEN: I don't think so; no.

MCGINNIS: No, I don't think so.

KOPAZ: I think it has. I think they've tried to do in 15 years what they had the chance to do in the last 100-150. I think they're moving too quickly. They want to receive recognition as quick as they can, without really gaining the respect of the people. My main argument is that they've been free for 100 years, and it's only in the last 15 years that they made the effort.

TIEDEKEN: Have they been free? Have they had the opportunity that other people have had?

KOPAZ: Have they ever tried in the past to do anything? I think the answer is no.

TIEDEKEN: I don't think the Negro in America has been free in the sense of the word that he has had as many opportunities as the white race has had. To this point, I still don't think he has the opportunities and I think that until he achieves equality in every sense of the word, there's no way he can possibly go too fast. It's been too long that he hasn't had (equality) that he should want to put it off any longer.

KOPAZ: I'm not saying he should put it off, just do it a little more slowly, a little more carefully. No one is going to gain my respect if they're going to try within 10-15 years to gain recognition that they've had 100-150 years to gain. No one's going to force themselves on me.

ROADFUSS: I don't agree that it has gone too quickly. In fact, I thought that they had started out going quickly and I thought they had the admiration of the white community when they marched on Washington. Then, I think they lost the point. Now they've gone astray. At the time they marched on D.C., I think they had our admiration, and any good white man would have stepped aside to make room, would say, even if there isn't a spot right now, we'll step aside and share it with you. Then, all of a sudden, they took these divergent attitudes in these marches through the South. I think if they had just gone on making constant strides, they would have gotten there more quickly than by trying to subvert local rule, as such. You just don't change human nature that quickly.

CONNAUGHTON: I guess I'm the only person here who is from what is known as The South. My own impression of the civil rights movement is that I was very enthusiastic about it up 'til I guess about a year or so ago. I sort of lost that idealism I had about it, particularly in the face of what is called the Black Power movement. It seems to me.

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'We must be ready t



McGinnis: "Just as many whites would riot"

as John said, they've gotten off the track somewhere along the line. The movement isn't something I can identify with quite as much as I did in the past.

McGINNIS: Although I agree that it hasn't gone too fast, I *do* think it's gone off the track, it's lost direction in the sense that they're still demanding things of the white community and the power structure, but they're no longer passing down to people in their lower ranks—helping these people to accept the responsibilities that are going to be expected of them if these demands are met. Perhaps some of the leaders have become complacent; they no longer have this communication with the rank and file. They're fighting for causes that I don't think the man in the street is really interested in. The man in the street doesn't really care if Cecil Moore runs for Mayor. Is he (Moore) one of those 'rights' they were going to get?

TIEDEKEN: You have to be very careful when you talk about all this, so that when you speak of the Negro becoming free and equal, you don't speak about the Negro becoming white. I think we have to be ready to accept the black man as a black man, as a brother really, not try to make a black man a white man. I think there's a lot of good in the Black Power movement for that reason: the black man is saying, 'look, baby, I'm black. I want the same as you, but I don't want to become you.' There's a certain amount of reasonableness to this, in my point of view.

LA SALLE: Have the ghetto riots diminished your concern for the Negro?

KOPAZ: Yes, they have.

ROADFUSS: Yes, they've reduced my concern for the whole movement.

CONNAUGHTON: I'd say, yes. Particularly this last summer, when there was a riot in one section of Washington. The D.C. commissioners decided that one section of the city needed a swimming pool; two nights later, another section of the city rioted for a swimming pool. Perhaps this is emotional, but that turned me off.

McGINNIS: The outside-of-Philadelphia riots diminished my respect but the riots in Philadelphia, I think, had a little bit of justification. These people have been victimized for years by a lot of the people they rioted against—I've seen it personally. These people think nothing of selling Negroes dog food for meat. I can see rioting when there is no real grievance committee for redress for these people. They've gone to City Council, so who're they going to go to? (Councilman) George Schwartz? He's the councilman for the district, and happens to own most of the stores. These people really don't have any voice politically, which is really the big problem. Who are they going to go to?

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Those people who are elected by the power structure? They might be so-called civil rights advocates, but they're just as bad as some segregationists.

I don't think they're moving too fast and the riots are a symptom of it. I don't think the riots can be isolated as just a civil rights problem. It's a political problem. It could happen in white areas if they had as many problems as in Negro areas. You can't imagine, unless you've been down there, some of the problems these people have. It's a terrible thing to go to everybody and say 'this is wrong and this is wrong' and be *right*, and then be told by the people who are supposed to represent you, even of your own color, 'you're wrong.' What do you do? Where do you go? I think just as many white people would go out and riot.

TIEDEKEN: The riots have definitely intensified my concern. As Bill points out, these riots are manifestations of the economic problems of segregation. The black man is in a position now where he's so frustrated, so much entangled in poverty and governmental red-tape, he's either being forced to live in poverty—to bring-up his kids in a rat-infested hovel, or on the other hand maybe he's in on relief, being forced to live off the government. This is an awful quandry for a man to be in—it breeds frustration and social problems that really make me wonder about our big cities in the future.

KOPAZ: There are more white people in poverty than black people. Why is it we should be more concerned about a minority than the majority?

McGINNIS: The problem here is that a lot of white people who are poor are congregated in rural areas, where they're not together, really.

TIEDEKEN: Jim, you're right, because we *should* deal with poverty for everybody; we should abolish poverty all over the country without regard to race. But be careful that in saying this you're not trying to absolve the white man of guilt in putting the black man down.

LA SALLE: If you were President of the U.S., what would you do about the war in Vietnam?

McGINNIS: First, I'd look into the situation and decide if we have a civil war there, where we're never really going to win. Is it possible for us to win the war; is it even worthwhile winning the war, or are we just going to get involved in another conflict after it's done? If it's not a civil war, and the people of South Vietnam really don't want to be united with North Vietnam, then I would say we have to push the war—if necessary we have to bomb Hanoi, we have to mine Haiphong harbor. If I decided it isn't worth it, that we're involved in a civil war, and this would turn into another conflict in Thailand or Laos, then I'd say we have to negotiate a settlement there as best we can and get out. I'd say now that we're not involved in a

civil war; it's Communist aggression. We should stay in there and, if necessary, we should step-up the war.

TIEDEKEN: The first thing I would do is stop the bombing and express a desire to re-establish the truce we've had at several stages on holidays. The basic problem is a lack of trust. North Vietnam has been continually oppressed by Western governments, starting with France, and they see us now as a continuation of this. I don't think they trust us in any way, shape or form, and we don't trust them. We need some sort of dramatic gesture to establish confidence. I would take-up Ho Chi Minh's offer to the President to fly to Hanoi for talks, with perhaps U Thant and a representative of a neutral power, and then talk it over and work-out some sort of established peace in Vietnam, which would allow the citizens of Vietnam—both North and South because it really is an artificial division—to choose a unified leadership to rule their country. Once they'd done that, supervised by some sort of a mediator organization—preferably the UN—then withdraw U.S. forces from South Vietnam.

CONNAUGHTON: I can't get involved in arguments about the morality of our being there, because I think it's sort of irrelevant, because we *are* there.

I think that everything should be done to ensure that there is a chance to negotiate. If this involves, as Rich just suggested, going to Hanoi and meeting with Ho Chi Minh, I think this should be done. I don't think the President has gone far enough. I don't think he's demonstrated our determination to carry the war out; he's stymied by the situation, or seems to be. A decision has to be made, and I think fairly soon, as to just which direction we're heading. If it can be negotiated fairly, then I think it should be done, all questions of victory to the contrary. I think we're in a situation where we can't really be victorious—it's a matter of the lesser of two evils.

ROADFUSS: I believe there is a possibility for peace; I think it is inevitable. I think the only obstacle is a willingness to believe the other guy. This is a war that could continue for generation after generation with no resolution, because I think the Vietcong have demonstrated that, even though we're superior mechanically, you can't beat people who have a cause, by strength alone.

I think that now is the time, and I think it is becoming very evident that all nations will have to accede to some other authority—whether it be a world government, the U.N., a committee of one or a committee of 50.

TIEDEKEN: But how can you justify the statements we made before, about the individual conscience being uppermost, with the view that we're there (in Vietnam) and therefore we can't question the morality of it?

'We've got to consider the morality of our actions over there'

ROADFUSS: Because I don't think this is our question to answer. It belongs to the Vietnamese. We're there because they could not decide. If the Vietnamese people had decided to go Communist, both North and South, they would be Communist now; if they had decided to be democratic, they would be democratic.

TIEDEKEN: We *are* over there now, bombing and killing people. Therefore, we are acting. I don't think killing a person can be a morally indifferent act; it's either a moral evil, or it has to be justifiable. We've got to consider the morality of our actions over there.

ROADFUSS: I believe we're there to protect the rights of some persons, who in their personal conscience couldn't accept Communism. I hope this is the truth behind the matter; I *hope* we're there because they want us, because if we're not, we're fighting a war that we can't win anyway.

TIEDEKEN: Certainly, some people want us, but others don't!

ROADFUSS: Then we're there protecting *their* rights.

TIEDEKEN: But others don't. By the same token, in Cuba for example, there are some people who would welcome us to come in there with our B-52's and troops and free Cuba from Castro. Therefore, should we do it, because there are *some* people there who would want it?

ROADFUSS: Again, we get back to questions of majorities and minorities.

TIEDEKEN: It's morality, I'd say.

KOPAZ: I would agree with the way they're conducting the war. I think we should have more bombings and less soldiers, because I don't think the U.S. Army is trained to fight that kind of a war. However, if it should ever come to light that the people we call the South Vietnamese do not want us there—regardless of the ramifications in Asia—I would say let's get out. But, if they do want us there, we're committed—but I don't know how we let ourselves get into the position, whether we think ourselves the protector of the world against Communism, or what.

TIEDEKEN: I still object and see a massive contradiction in what seems to me the basic position of all of you; that since the U.S. is there, therefore we need not consider the moral ramifications of being there. I think that it's really your duty to actually consider that.

LA SALLE: Do you think the present selective service system is fair?

MCGINNIS: I don't think that, as it is presently constituted, it is fair. I think some of the suggested revisions would make it much better. I think it would be much better to be drafted when you're young. Now you can be drafted anytime between when you're 18 and 26. My personal

theory is that we would be much better off with a professional army, although I do think there should be some national service, but not necessarily in the Army. I think everyone should contribute in some manner to their government, some time in their life. I don't think it's necessary to have this draft situation, because we're always going to be involved in wars for the next 20 or 30 years. It would be far better for us to have professionals.

TIEDEKEN: I think you have to look at it on two levels. On a personal level, it's grossly unfair that the kid in my 12th grade class, who didn't go on to college after high school, should be drafted and sent to Vietnam—in a position to be killed—and not have the same happen to me. There's nothing my mother can say to his mother to convince *her* that it's fair, and rightly so. On a general level, I can see that if they drafted people out of college, where would the country be, say, 10 years from now with no teachers, engineers, scientists, etc., especially if this war in Vietnam continues on a limited basis. If we're going to be in there for 8-10 years—and I think that's a reasonable estimate—the lack of college-trained people would cripple the country.

CONNAUGHTON: I agree with Rich's comments. Sometimes I feel guilty that, simply because I'm a college student, I've been allowed to avoid the situation. Some of the people I was in school with, friends of mine, are in Vietnam right now. If this were peacetime, I don't think this would mean much, but the ramifications are quite different with an actual shooting war going on. I'd have to say, though, that I think some student deferments must be continued. But I do think a person should be liable to the draft at some definite place in his life. Now, you have a situation where we're not sure.

ROADFUSS: I think every man should serve within his capabilities, and particularly if he has a special capability. However, I'm torn between the idea he should serve the system he owes his allegiance to, and the other idea that you can't build a constantly increasing economy, a technological society, by taking the brain power and putting it into a military system, where it becomes wasted.

I think that the problem lies in our educational system and not in our draft. If we had a system like the European lyceum system, where people are put through the process of selecting their careers by elimination, I would think we could arrive at deferments based strictly on national need.

KOPAZ: I disagree with the present draft system, because I think it best that the person be subjected to the draft as soon as he graduates from high school. I have guilt feelings; three of my friends were killed in Vietnam. I feel my country was being unjust to me by not drafting me when I got out of high school, when I could have served my obli-

ctions in Vietnam'

gation, then gone to college. Now, I'm going to have to serve, perhaps go to Vietnam; I may be killed, and all this has been for nothing.

TIEDEKEN: I think that when a man graduates from high school is the best time, rather than an age limit. When he graduates from high school, his name ought to be in the lottery and he should either get picked or not. If he doesn't, he's free. But it should be regardless of whether or not you're going to go to college, because looking back on it now—when I would like to go to graduate school and go into teaching—I would much rather it had come after high school, *before* I started college. But, if we're going to have deferments, I think it should go right on through until you finish your education.

LA SALLE: Why did you choose La Salle College? Would you make the same choice again?

KOPAZ: I'm happy I'm here and if I had it to do over again, I'd choose La Salle. I chose La Salle because it's a local college and because I was counseled that the College had a very fine business program. I'm very happy with La Salle; I feel I've received a very good education for my potential. I'm also glad I came here, because it's small, but of course I wasn't aware of this importance then. I'm very happy with my choice.

ROADFUSS: I chose La Salle because it was recommended by an acquaintance, a La Salle graduate. He suggested I attend the evening school, since my family obligations made day school financially impossible. Like most people, I had the impression all evening schools were like a machine shop or some evening institute. But as I asked around, more and more I found that La Salle's evening division had a very good reputation for a local college. I investigated, and was counseled on how I could manage my job, my marriage, and my education.

I think it was at the end of the first year that I realized that I had as much potential as any day school student did, that it was simply a matter of the time of day I was going to school. As I became involved in La Salle, and started giving of myself back to the school, I found that the school meant more to me than I had ever hoped for. I'd choose La Salle over any school in the Philadelphia area. Now that I'm about to graduate, I'm proud to be associated with La Salle.

CONNAUGHTON: To be perfectly honest about it, I pretty much backed-into attending La Salle. I received a scholarship and I came because it was financially the best offer. Since then, I've come to appreciate the benefits of La Salle College quite a bit. There's a spirit here; there's a lot of talk about the 'La Salle Family,' but I think it really *means* something—you feel that you *are* a part of the institution.

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Kopaz: "More bombings, less soldiers"

'Catholic colleges are



Tiedeken: "Stop the bombing, re-establish the truce"

There's a tremendous opportunity here to learn and it's on a par with any institution, as far as I can tell from talking to friends of mine elsewhere. You can get as good an education here as almost anywhere else. I can kick myself now for not taking advantage of some of the things that are available here. I wish I were coming into La Salle now, rather than four years ago, however, because I think there have been many improvements and a lot of things that look good that I won't be able to take advantage of now.

TIEDEKEN: I was pretty sure of what area I wanted to go into—English. We had a professor from the College faculty who was an athletic coach at La Salle High, and he brought me here to speak with some of the members of the English department. I was tremendously impressed with the caliber of the men in the department who were actually doing the teaching. There may be men with more advanced degrees and with bigger reputations at some other institutions, but they're probably working with graduate students and teaching in huge lecture halls with 200 people or over closed-circuit TV. But here we have some excellent men who are excellent teachers, and are actually in contact with the students in small groups. I've been extremely satisfied; I think my experience here has borne that out. There are some poor teachers, but I'd say they're in the minority. The courses I've had have been quite good, and I'd do it all over again.

LA SALLE: Do you think there's a need today for Catholic colleges and universities?

TIEDEKEN: I think they serve a good function, yes. I think rather than to indoctrinate a person into his religion, they serve as an ideal atmosphere for a person to question his religion and engage in dialogue with men who have experienced the same questions. Whereas, if you're on a secular campus and experience the doubts and questions that you do, you really don't have as many people to turn to.

ROADFUSS: That's a good analogy between the religious and the secular school.

CONNAUGHTON: There's one thing lacking here, though. I think that La Salle students could benefit by being a little more a part of the secular city, coming into contact a little more with people who are going to challenge some of their beliefs—now, while they're in a position to get some answers, or to work-out their own answers. I don't think enough of our students, and this includes myself, see the real value of the theology courses that we have and the opportunities we have.

TIEDEKEN: You're right, there, but I think that the secular city atmosphere can be achieved outside the College, in your dealings with people outside the College. Of course,

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a lot of students don't experience it; they isolate themselves too much within the protective arms of the College, and that's a mistake.

ROADFUSS: I agree that the Catholic colleges are absolutely necessary to maintain a controlled atmosphere, wherein you will bring in outside people who *will* raise questions. The student is in a situation where he is able to question his faith, but also able to *ask* someone.

LA SALLE: What complaints, suggestions for improvement about La Salle College can you offer?

ROADFUSS: Communication. From my own point of view, being an evening division student, I would like to see a break down in the so-called 'barrier' between the two. That can go in any direction you want to take it: in an academic adventure, the student newspaper, and sharing experiences between people of different ages. The College itself should initiate the action, because they're the people who can do it. The administration should listen to the students, whether they be day or evening, and I would hope that through this communication their voices would be one, instead of many.

Basically, as far as the campus is concerned, anybody can criticize facilities. I think if I were to try to measure the efficiency or the competitiveness of our cafeteria or bookstore to an outside activity, a profit-making activity, they perform a very poor service. They do not give the student, equitably, what he deserves.

KOPAZ: As much as the administration does offer itself to take care of the problems of students on the campus, I think they should get more concerned with their problems. I don't think they're adequately concerned about some of the problems, which are primarily facilities at this point.

I think the administration is starting, again, to get away from the students. The last two years, at least, it appeared they were very close to the students; this year, it appears they're starting to go away from them again. I think this should be corrected.

I have to praise the school on one aspect, that the decision was made to keep La Salle a local college of limited size, with concern for quality rather than quantity. This philosophy has permeated almost every department on the campus, and I think it's going to affect the teachers and, through them, the students. I think they're starting to give a darn good education to the students here.

CONNAUGHTON: One problem that has always bothered me has been La Salle's lack of initiative in taking advantage of some of the resources right here on the campus for intellectual fulfillment of the students. We've been fairly complacent that we have a lecture in fifth period on Wednesday and Friday, say, a movie or two, and a play or

so each semester. There are a lot of untapped resources as far as chances for people to just sit down in a situation just like this and talk, trade ideas, and perhaps have their horizons broadened. Too much of the time, a lecture is an hour's experience that is much too structured, it's a one-way communication. Someone comes in, you listen to them and have questions on your mind, something you want to talk-over, and yet you're not able to. I think there have been some steps taken in the right direction, *colloquia*, things along this line, but there's quite a bit more that could be done. In other words, a little more education *outside* the classroom.

In another area, the College needs to broaden facilities, and it needs to take advantage of what it already has. The cafeteria services are just so-so, the library could also be improved. La Salle could also be a little more a part of the community than it is right now. It could be involved in its activities, bring the surrounding area in, be a little more socially conscious of its surroundings. The students could become a little more involved in the community surrounding the College.

TIEDEKEN: I generally accept what has been said so far. There's one area within the academic environment, between 8:30 and 4:30 P.M., where the College probably could achieve a little better balance in the departments. There are some that are probably among the best undergraduate teaching staffs in the East; there are others that are probably a little bit weaker.

I think Jim has a point about the administration. I don't think they're always as a-tuned to the student body as they should be. Perhaps this is just a factor in the generation gap, but I think their ears ought to be a little more to the ground, their fingers to the pulse of the students a little more. There are probably certain elements in the administration that, while they served a great role in keeping the place going during the War and the like, probably are holding it back a little bit, in the matter of up-dating that John spoke of before. There's need for a little bit more of a flair, a zest, if you will, in administering a College. You have to be a little more adaptable than we are; a little more ready to try new things, to branch-out maybe a little bit further than we should, in order to really achieve excellence in education. Fordham University, for example, is branching out into a completely new campus, designed to be a small college on the Oxford type, completely self-sufficient. Within it, the students will more or less structure their own scholastic environment for four years. This is something La Salle could probably do, on a smaller scale.

LA SALLE: Thank you very much, gentlemen. This has been a most rewarding and interesting interview, as we hope it will also be for our readers. ■

Our Economy—Between scyll

A distinguished La Salle professor examines the U.S. economy during the 1960's and ventures an estimate of the shape of things to come.

IT SEEMS TO ME that sometimes we are too apt to take ever-growing prosperity for granted and that the better off we become, individually and collectively, the more frenetic we become over any evidences of slow-down.

The accomplishments of our economy in the past half-dozen years or more have been truly impressive. As President Johnson put it in his Economic Report to Congress in January, "In purely material terms most Americans are better off than ever before. The fact expands our responsibilities as it enlarges our resources to meet them."

Last year, we had an average of 74 million people employed, two million above 1965. Gross National Product rose to \$740 billions of dollars, \$58 billions higher than 1965. This was an 8½% gain over 1965, or a 5½% gain after correction for price rises. Disposable Personal income, the single most meaningful measure of consumer economic well-being rose 3½% or \$89 for every man, woman and child—a smaller rise than in 1965, but still larger than the average yearly gain in the 1950's. The rate of unemployment has fallen from seven percent in early 1961 to under four percent. White adult males now have only a two percent rate of unemployment as compared with five percent in 1961; Negro men have dropped from a 12% rate of unemployment in 1960 to five percent last year. Corporate profits after taxes rose more than eight percent last year, while average compensation of employees per man hour rose 6.5%—although the real pay of factory workers, after taxes and allowing for price increases, was down \$1.15 a week from a year earlier.

In early 1961, two-thirds of our 150 major labor markets were areas of substantial unemployment; today only eight are so classified and 66 of these have unemployment below three percent. The Gross National Product has grown 50% in the past six years—in *constant prices* this is an average of 5½% per year—truly phenomenal! And a rate which, as we shall see later, is perhaps not sustainable in the long run. Industrial production alone averaged a growth rate of seven percent each year from 1960-66, compared with a rate of four percent per year from 1954-60. Corporate profits after taxes were \$26.7 billions in 1960 and \$48.2 billions in 1966—just \$4 billions short of doubling in six years.

In the past six years, families have added \$470 billions to their accumulated assets and \$150 billions to their debts. The net financial position of the families in this country is \$320 billions, stronger than six years ago. True, prices have also risen, but not by similar percentages to these real rises in Gross National Product.

So much for now regarding the magnitude of our substantial accomplishments in the first half dozen years of the sixties.

Let us then give the mirror of our economy a full turn to its obverse side, while we look at some developments which, although not devastating in their nature, nor awesome in what they augur, nevertheless do indicate a slowing down at least in some sectors of the economy, and are a

cause for caution, pause, although certainly not frightening, nor a cause for *overreaction* in matters of policy.

There are about a half-dozen or so indicators in our economy which give evidence of either slowdown or slight decline in economic activity. For instance, the University of Michigan's Survey of Consumer Expenditure Expectations was recently at its lowest since the recession year of 1958. Consumer sentiment (intention to purchase) measured by the Survey Research Center of the University of Michigan fell to 88.3 on the Center's index in November-December compared with 91.1 in August and 99.8 last February. The base period used by the index is the autumn of 1956 at 100. The survey revealed that only 35 percent of families view this as a good time to buy household appliances as against 55 percent a year earlier.

It must be remembered that there is also the situation that consumers in recent years have bought heavily and are well supplied with goods that do not need to be replaced (especially "big-ticket" items). In fact, the consensus of forecasts compiled annually by the Federal Reserve Bank of Philadelphia reflects an unexpected leveling of consumer durable expenditures at rates prevailing at the end of 1966. Note, *not a further decline*, but a leveling at the year end rate.

Personal income in December was up at the annual rate of \$3 billions, which trailed that of November's \$4.1 billions, and November was below October, which gained \$4.4 billions. In fact, December's gain in personal income was below the average monthly gain of \$3.8 billions for all of 1966. These data would seem to lend tangible evidence to the trends reflected in the University of Michigan's Survey of Consumers' Expenditures intentions.

Moving away from the consumer and his intentions to spend, we come to business plans for capital spending. The McGraw Hill 1967 capital spending survey seems to indicate that the great capital spending boom of the sixties shows no signs of coming to an end, but it *is* entering a new phase. For instance, the major corporations surveyed plan to spend this year \$63.82 billions for new capital—a five percent increase over 1966, and in actual volume \$9 billions more. The new twist is that this represents an increase of only five percent over 1966, whereas, in 1966, capital expenditures rose eight percent over those of 1965. It means that U.S. companies have just about made-up the investment ground lost in the slow growth years of the late 50's and early 60's and are entering a new phase of continued high investment, but not the spectacular gains of the past three years.

Still another indicator signalling caution is the growth of inventories. The inventory-to-sales ratio in November was at its highest point since the end of 1962.

The Department of Commerce reported a sharp rise in business inventories for the fourth quarter of 1966—\$14.4 billion increase compared with a \$9.9 billion rise in inventories during the third quarter. This hinted at possible economic complications ahead. Increasing inventories have frequently in the past preceded economic downturns.

and Charybdis

By JOSEPH F. FLUBACHER, Ph.D., '35
Professor of Economics

Still another cautionary signal on the economic horizon is industrial production, which has risen 58% in the past decade—this index of physical product has leveled off also. After rising strongly the first eight months of last year, this key economic indicator has shown little *net* increase since August, even though 1966 shows a nine percent increase over 1965.

We should bear in mind that in many of these cases of decline, and also in the third and only other way in which we can spend, namely governmental spending, there is to be no decline. In fact, the administrative budget for the next fiscal year will be \$8.3 billions above that of the current one.

Still another signal of a different nature was the rapid rise in prices in the past year. Consumer prices rose 2.9% during 1965 and another 3.3% during 1966, as compared with approximately one percent a year from 1961-1965. A rise at this rapid rate simply cannot be tolerated — it amounts to slow enthousiasia of all creditors and holders of fixed assets, which is just about all of us who expect to retire some day and have our retirement income bear at least some relation to the effort we put into earning it.

Certainly, if in 1966 the economy was expanding at a rate far too fast to be sustainable without inflation of the 3.3% magnitude of this past year, then it must slow down if we are not to have wider inflation. We have already reviewed some evidences of such slowdown in the consumer and business sectors of the economy. Note again, the moderation in the rapid rate of growth, not an absolute decline. Thus, the President's Council of Economic Advisors projects an overall rate of growth in the Gross National Product of four percent for 1967, as compared with 5½% this past year. This is real growth after correction for price levels. That is still considerably higher than we were achieving back in 1960, when candidates Kennedy and Nixon were debating each other on growthmanship. At this rate, the Gross National Product in 1967 will be \$787 billions as compared with \$740 billions in the past year. Of the \$47 billions increase in Gross National Product this coming year, \$27 billions will be real gain and \$20 billions in price raises.

If you question to what degree we can rely on these predictions of the Council of Economic Advisors, it should be remembered that although they erred somewhat in predicting the Gross National Product, the error is usually on the underside rather than the overside. And, incidentally, the econometric model in the computer at the Wharton Graduate School is within \$1 billion, or one-half a percentage point of the President's economists on most of its predictions. The econometric model assumes no six percent surtax in 1967 while the Council of Economic Advisors' projections include the surtax.

If consumer and capital spending are to grow at smaller rates in 1967 than in the immediate past, certainly this is not true of the federal budget. For instance, the administrative budget shows a deficit of \$8.1 billions, the cash

budget a deficit of \$4.3 billions and the national income accounts budget a deficit of some \$2.1 billions. Both the cash and national income account budgets show smaller deficits than the administrative budget. Economists generally believe that budget policy based on the administrative budget alone, as it was for many years, could lead to an over-restrictive fiscal policy. The heart of the matter here is that in the year to come we must so interrelate monetary and fiscal policy that no part of the private sector of the economy will be made to carry a burden such as the housing construction industry did this past year, and so that we will have adequate but not excessive supplies of money for all productive projects.

The money supply from June 1960 through April 1966 rose more than \$30 billions and at the end of the period was rising at an annual rate of 6.2%, more than double the three percent growth rate in the money supply that many economists consider "normal" for the American economy. Since last April, however, the money supply has been actually declining at an annual rate of 1.7%. It appears that the Federal Reserve may have *overreacted* somewhat, yet, in the context of 1966, some over-reaction on the part of the monetary authorities was almost inevitable, since monetary policy was left almost alone to bear the burden of providing both massive economic growth and stability at the same time. While it is true that in 1966 some fiscal measures were used to balance the strains imposed by a rapidly expanding economy, nevertheless one questions whether eight or nine months ago might have been a more appropriate time for imposing a six percent surtax on incomes, rather than relying almost alone on a monetary policy that produced the highest interest rates in 40 years.

Fortunately, there seems to have begun already a welcome monetary thaw in the face of a relaxation of some of the pressures on the economy, which we discussed earlier. As we all know, monetary policy (general overall control of the supply of credit) seems to have shifted to a somewhat less restrictive posture. The 91-day Treasury bill rate declined from 5.5% in September to 4.75% in late December, the sharpest *decline* in this pivotal rate since early 1960. More recently, some of the largest banks (and some not so large) have reduced the prime rate of interest. While money is by no means easy (and perhaps rightly should not become so in a hasty movement of over-reaction to what has gone before)—it is moving in the right direction to begin to take up whatever slack may have been developing in some of the private sectors of the economy.

IN RECENT WEEKS, steps have been taken to give some stimulus to the housing industry, which has been a casualty of the tight money situation of the past half year. In his State of the Union Message, the President announced the release of an additional \$1 billion by the Federal Home Loan Bank Board to federal savings and loan associations for mortgage loans. It is also important that the interest rate charged by FHLB for advances to S and L's was dropped to 5.3%. Leon Weiner, president of the National Home Builders Association, recently saw a reversal of the

'Continued growth, but a slower pace'

downward trend, which existed in 1966, and a steady upward movement in 1967 that would continue through 1968. Total housing built in 1967 may not be too much greater than in 1966 but the turnaround and gradual upward trend is the significant thing.

Perhaps now it might be worthwhile to take a brief look at development in consumer credit. Consumer credit continued to expand in 1966 but at a *slower* rate than in 1965. Installment credit, other than auto credit, remained strong in 1966. It is significant that personal loans increased in each quarter of 1966, while credit conditions were generally becoming more stringent.

One way of evaluating the current volume of installment credit is to compare it with the flow of income. At the end of August 1966, installment credit totaled \$72.6 billions and constituted some 14.3% of the third quarter 1966 disposable personal income. This ratio has recorded virtually uninterrupted increases over the recent economic expansion, and although it is now at a record, it appears to be approximately in line with the long-term growth over the post-war period.

When repayments are netted against extensions it appears that for approximately $3\frac{1}{2}$ years *net advances in installment credit as a percentage of disposable personal income* have fluctuated in a rather narrow range centering around $1\frac{1}{2}\%$. This is in sharp contrast with the performances recorded in both the expansion of 1955-57 and that of 1959-60. The comparative stability of this ratio in the current expansion suggests that consumers have succeeded in adjusting installment debt and responsibility to steadily growing incomes. If this be true, then might we not expect the growth in installment credit this year of 1967 to be in close relationship to the predicted overall rate of growth in personal income?

ONE LAST FACET of the current economic picture remains now for comment. It is that of price stability. The Council of Economic Advisors predicts a 2.5% rise in 1967 as compared with 3.3%. Even 2.5% seems intolerable, but is probably unavoidable if we are to get a gradual return to stability and to avoid overreacting fiscally this year as we overreacted (however necessarily) with monetary policy last year. The prospect of a smaller price increase this year has already been indicated by a slowdown in the pace of price increases in the past several months. Commissioner of Labor Statistics Arthur Ross reports that in the fourth quarter of 1966 prices went up (seasonally adjusted) 0.5% in contrast with 0.9 of one percent for the first quarter, 8/10 of one percent for the second quarter and 1.1% in the third quarter alone.

The president has proposed a six percent surtax for both personal and corporate incomes to take effect July 1. Taxes are unpleasant both for individuals and businesses and, as Walter Heller, professor of economics at Minnesota, has pointed out, it will probably be best for us to stay as fluid as possible on this question until we see how the economy will develop in the first and even the second quarter of 1967 — ready to use it if the inflationary forces seem

stronger than the deflationary, or not to use it if the opposite situation ensues. But even if the surtax is used with the object of allowing an easing of monetary policy, so that monetary policy alone will not have to bear a disproportionate share of the burden of achieving stability, and even if the surtax becomes a reality, the total tax for a family of four with \$5,000 income will still be \$130 *less* than they paid in 1963, for one with \$10,000—\$190 *less* than they paid in 1963, and for even a \$20,000 income, \$450 *less* than they paid in 1963. A corporation with \$100,000 profits before taxes still pays \$2,510 *less* than 1963 and one with profits of \$1 million will pay \$12,590 *less* than 1963.

We must remember the whole thrust of this type of policy is to balance aggregate demand with aggregate supply in the economy, for, if we don't we pay the tax in another way—namely in *higher prices*. It certainly makes sense to have slightly fewer dollars remaining after taxes (although in all ranges more than in 1963) and have those dollars worth more because prices have not risen at as fast a pace. Perhaps at no time in the recent history of our economy has it been more true that the economy must steer a perilous course between the Scylla of inflation and the Charybdis of recession—just as when ships pass through the narrow straits of Messina between Sicily and Italy they face the danger of being dashed against a rock known as the Scylla on one side, or sucked down into a whirlpool known as the Charybdis on the other.

To summarize then, we have surely proved over recent years that economic progress does not need to be interrupted by frequent or deep recessions. The outlook seems to be one of another year (the seventh) of continued expansion in the nation's economy. Heavy military requirements superimposed on a continued uptrend in civilian outlays by Federal, state and local governments are likely to overcome whatever soft spots may appear in the private sector, which incidentally has for the most part slowed down rather than turned down.

The economy for 1967 should have a continued growth but at a slower pace, which will allow for a correction of some of the distortions that developed in the past year and one-half. Would it be too much to suggest our mood in this early part of 1967 be one of cautious but reasonable optimism, a year of adjustment, of transition. We simply could not continue to expand at the rapid rate we had been going; but expand we must and all indications are, we will. ■

Dr. Flubacher, who next year marks his 30th year on the La Salle faculty, has served as chairman of the economics department and as an influential member of various College committees. He is today a member of the new Faculty Senate. After earning his bachelor's degree from La Salle in 1935, he received masters' and doctoral degrees in economics from Temple University. This article is adapted from his address to the Philadelphia Credit Managers Association earlier this year.

Advise and Consent



Student Council President James Kopaz offers student proposal to Senate.

MUCH HAS BEEN written and said of the new "student freedom" sweeping colleges and universities across the nation, and this issue of *La Salle* is a case in point.

Mushrooming *faculty* "freedom" on the U.S. campus, however, has received scant attention—with the notable exception of the recent turmoil at a large urban Catholic institution—compared to the student "revolt," of which Berkley has become a symbol.

And yet, particularly at Catholic colleges and universities the professor's status as a full participant in campus decisions and policy-making has the dual significance of the role played by the emerging layman in the post-Vatican II Church.

But the Vatican Council did not start the emergence of laymen on Catholic campuses. Rather, it intensified and accelerated a crisis that became inevitable the day the ratio of laymen to religious changed at most of the 309 Catholic colleges and universities in the U.S. today.

At many such schools, like La Salle, laymen now exceed the number of religious by some five-fold—a dramatic change since just two or three decades past, when the layman was the exception not the rule. Obviously, under the latter conditions, his voice was barely audible in administrative decisions.

Today, however, the layman is not only more numerous, but his influence is being felt on nearly every Catholic college campus in the land—from St. John's to St. Louis, from La Salle to

Los Angeles Loyola.

The "revolution" has many ramifications, not the least of which involves money to compete for competent lay faculty members, and just how much "control" will be retained by the still largely religious administrations of Catholic institutions. One college, Webster Groves, has already announced it would become a secular school while two other large universities—Notre Dame and St. Louis—have decided to at least nominally relinquish control to a lay board of trustees.

La Salle has followed the pattern from religious to lay numerical predominance. It is extraordinary, however, to note the vision and apocryphal manner in which the Christian Brothers have conducted La Salle since its inception and, particularly,

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Brother Bernian (second from left) with vice presidents and deans.

over the past decade.

One surprising element in La Salle's history is the fact that the College has *always* had laymen on its board of managers—since the board was formed in 1869. This would not be nearly so surprising were it not that a host of "name" Catholic institutions are now rushing to name their *first* laymen to their boards!

The earliest recorded lay members of La Salle's board were Dr. William Keating, J. P. O'Neil, and James McBride, who were named to the first board. Most Catholic colleges have skirted the problem by organizing separate lay "advisory" boards.

Today, La Salle's board is composed of six Christian Brothers, a priest, and four laymen. Brother James Carey, F.S.C., provincial of the Brothers Baltimore District, is chairman, and Brother Daniel Bernian, F.S.C., president of the College, is president of the board.

Not unlike several other schools which had laymen on their boards for some years, however, La Salle's board is now studying an increase in members and in the proportion of its lay members.

Although the reorganization of trustees has largely dominated the headlines in recent months, the most significant changes in life on the Catholic college campus have resulted largely from lay involvement on the day-to-day faculty and administrative level.

It is in the latter that La Salle has perhaps led the way for Catholic schools in the entire nation. Not the least of these innovations have been the appointment of two laymen to the College's four vice-presidential posts and the formation of a faculty senate last year.

It is usually difficult if not impossible to attribute such new directions to any one person, but at La Salle it is rather clear that Brother Bernian has cham-

pioned the moves, which began with his appointment of John L. McCloskey and Dr. Joseph L. Sprissler as vice presidents for public relations and financial affairs, respectively, in 1960.

The McCloskey and Sprissler appointments were part of a reorganization of La Salle's administration into four distinct organizational segments—academic, student, and financial affairs, and public relations. Brother Daniel Burke, F.S.C., Ph.D., and Brother Gavin Paul, F.S.C., Ph.D., were named to the academic and student posts, respectively.

But perhaps the most holdest step is the most recent innovation, the initiation of a faculty senate last fall.

Comprised of 15 senators — six full professors, five associate and four assistant professors—the faculty senate was formed to provide a basis for faculty recommendations on every aspect of life at La Salle. Three senators are members of College Council, the president's principal advisory body.

The senate's officers are Professor Charles A. J. Halpin, Jr., Esq., president; Associate Professor Charles V. Kelly, vice president, and Assistant Professor Joseph P. O'Grady, Ph.D., secretary.

Other senators are Professors E. Russell Naughton, Ph.D.; Robert J. Courtney, Ph.D.; Brother Gregory Paul, F.S.C., Ph.D., and John S. Penny, Ph.D. Also, Associate Professors Michael A. De Angelis; Brother Hugh Albright, F.S.C., Ph.D.; Francis J. Guerin, and Francis J. Nathans. Assistant Professors represented are Bernhardt G. Blumenthal, Ph.D.; Leo D. Rudnytsky, Ph.D., and Gabriel J. Di Federico.

"The involvement of the lay faculty in determination of La Salle policy has been firmly established for some years," according to Senate President Halpin, professor of industry. "Faculty recommenda-

tions on salaries, core curriculum, teaching load, tenure, and College objectives have—in the past seven or eight years—been accepted with little or no modification.

"It should be noted," Halpin adds, "that although such involvement appears to be something new on the campuses of Catholic colleges and universities, such is *not* the case at La Salle. The recent establishment of a faculty senate with elected representatives from the faculty, merely formalizes what the faculty has been doing for many years through *ad hoc* committees."

"The real significance of La Salle's senate, however, is that the faculty now has an *official* voice—accepted by the administration—not only in recommending policy, but at the policy determination level through its three elected representatives who serve on College Council," Halpin continued.

"Another significant aspect," Halpin said, "is that the administration saw the value of utilizing the professional competence and dedication of its faculty. This important step, it should be added, was effected without fanfare, strife or bitterness, and without destroying the excellent rapport that exists between the lay faculty and Christian Brothers."

How and why has La Salle been in the forefront of the movement toward increased lay involvement. Senate Secretary Dr. O'Grady said in his report on "Faculty Participation in the Administration of La Salle College," that in recent years: *... La Salle College has possessed an administration that wanted both to decentralize power and authority, and be responsive to faculty needs and desires. Although this latter point may have existed in the minds of certain administrators prior to 1958, the real shift came only with the appointment of Brother Bernian and his creation of four Vice Presidential areas. Following this pattern, the Vice President for Academic Affairs piloted the work of the Academic Development Committee, the (Academic) Self Study, the Committee of Department Chairmen, and the Curriculum Committee. All of these utilize lay faculty members to the fullest extent possible. At the same time, the administration responded to faculty requests for higher salaries, increased fringe benefits, and many other suggestions.*

A second reason for success rested in the nature and tone of faculty leadership. The majority of these leaders were home-grown products of the institution for which they worked. Secondly, they were, relatively speaking, senior men with many years of service to the College. In the comfort of their rank and tenured status, they had not grown into "yes" men, as has happened so often on church-related campuses.

Third, these outspoken, senior members of the faculty acted in a reasonable fashion with demands that could hardly be described as radical or revolutionary. They constantly and successfully created the impression that they were willing to build upon the existing administrative structures at La Salle and not tear it down.

Another factor was the ability of the La Salle community to avoid the kind of religious-lay split that has characterized so many Catholic campuses. At every stage of development, the Christiar Brothers on the faculty actively participated in debates and discussions, and in all of this many were more vehement about administrative policies than were the laymen.

The Faculty Senate fulfills this one fundamental need to increase communication between faculty and administration . . . to give both sides some means of gaining a representative view or reaction to a policy on its implementation.

But Brother Bernian characterized the developments in perhaps the most succinct manner, when asked about the emergence of the La Salle layman:

"It's something we had to do, not because others were doing it, but because it was the only *right* way to conduct the College. La Salle needs the dedicated layman more today than ever before."

Danforth, Wilson Winners

TWO LA SALLE COLLEGE seniors have received prestige graduate fellowships for 1967-68. One, James A. Butler, won two coveted awards, the Woodrow Wilson and Danforth Foundation grants.

Butler, an English major, and Paul C. Brophy, who majors in economics, each received Woodrow Wilson Fellowships for advanced studies.

The first La Salle senior to receive both of the coveted awards in one year, Butler was among the 124 winners of Danforth awards selected from among some 2,000 nominees from colleges and universities across the U.S.

La Salle nominated only nine students for the Wilson Fellowships; three of these received honorable mention recognition by the Foundation, which selected 1,259 winners from the 13,596 nominees representing 1,022 schools. Honorable mention recognition was given to Brother James P. Sterba, F.S.C., and Thomas J. Jennings, both psychology and Edward J. Quigley, philosophy.

Butler, a graduate of Pittsburgh's Central Catholic High School in 1964, has achieved an academic index of 3.88 (of a possible 4.0) at La Salle. He hopes to pursue advanced studies at either the University of North Carolina or Cornell University. As an undergraduate, he has served as treasurer of the Gavel (debating) Society, features editor of the

campus newspaper, and president of Lambda Iota Tau honor society.

Brophy, a 1963 graduate of Cardinal Dougherty High School, plans to attend either the University of Pennsylvania or Columbia University. At La Salle, he has been secretary of the Economics Club and was active in the Liberal Club and St. Gabriel's Club.

Danforth Fellows are free to matriculate at any U.S. graduate school in their respective fields of study, and may concurrently hold any other national fellowship, such as the Wilson, Rhodes, or Fulbright awards.

Other colleges and universities in Pennsylvania to have 1967 Danforth winners are Haverford; Pittsburgh; Swarthmore; Bryn Mawr; Franklin and Marshall; Allegheny, and Villanova. Nationally, other Catholic schools are Villanova; St. Mary's (Ind.); Notre Dame; Marquette; Fordham; Dayton; Boston College; Georgetown; Fairfield; Iona; Providence, and St. John's.

Woodrow Wilson Fellows receive one academic year of graduate education with tuition and fees paid by the Foundation, plus a living expenses stipend of \$2,000 and allowances for dependent children. Some 14,000 Fellowships have been awarded through the program, which has been supported since 1953 by \$52 million in grants by the Ford Foundation.



Robbi Bernard Frank (center) and Joseph Q. Kline, of Congregation Beth Or, presented books on Judaism to Brother T. Warner, La Salle librarian.



Brother Bernian congratulates scholars Butler (right) and Brophy.

Vietnam Dialogue

U.S. POLICY in Vietnam received praise and condemnation during a debate and a lecture on the campus this semester.

Participants in the verbal foray were, David Schoenbrun, former CBS Radio news analyst in France and Asia, who delivered a lecture early this year, and a debate between William R. Symser, of the State Department's East Asia Office, and Dr. Edward S. Herman, associate professor of finance at the University of Pennsylvania, who engaged in a debate on campus last semester.

"I'm not sure what I propose is right," Schoenbrun asserted, "I'm only sure that what my government is doing is wrong." He then assailed virtually every aspect of U.S. policy in Vietnam.

"Communism won't be stopped by guns, only by Christian democratic values," he stated. "You can shoot Communists, but not Communism. Western, Christian civilization has failed to support the national interests of small countries, which the Communists have supported."

"Our policy is forcing the Vietnamese into accepting the aims of the Chinese—whom they have always hated," Schoenbrun charged. "Our bombing is futile; even the State Department admits it hasn't stopped the influx of supplies from the North."

Smyser has been a frequent official visitor to Saigon and previously had been attached to the U.S. Embassy there. Dr. Herman recently co-authored a book entitled, *America's Vietnam Policy: The Strategy of Deception*.

The speakers' opposing views ranged over many aspects of the complex problem. Dr. Herman insisted that the Viet Cong guerillas are "a forced response" to U.S. military "intrusion," while Smyser called the VC "controlled and directed by North Vietnamese Communists."

"It is very clear that the majority of the population does not want a Communist take-over in South Vietnam," Smyser declared.

Dr. Herman attacked what he called "U.S. hypocrisy." "We are now fighting

to establish freedom that we didn't care about when we were in complete control in South Vietnam," he contended.

Master Plan Assailed

THE MASTER PLAN for Higher Education in Pennsylvania came under fire at a panel discussion sponsored by the Commission for Independent Colleges and Universities (CICU) held at La Salle College last semester.

Four prominent civic leaders were members of the panel which discussed the topic, "The Master Plan: Can Private Colleges and Universities Survive?" Some 550 representatives of CICU member schools attended the conclave.

Panelists included the Hon. James J. A. Gallagher, then chairman of the State Legislature's Committee for Higher Education; Charles G. Simpson, former chairman of the State Council on Higher Education; Dr. Theodore A. Distler, president of the CICU, and William D. Valente, professor of law at Villanova University. Peter H. Binzen, assistant city editor of the Evening and Sunday *Bulletin*, was moderator.

Rep. Gallagher offered five criticisms of the Plan, among them the need for a state Commissioner for Higher Education.

"The main concern of the present Superintendent of Public Instruction," he stated, "has been for elementary and secondary education. The real need now is for a Commissioner of Higher Education."

Gallagher also called for a State Council for Higher Education that would be free of political influence, clarification of the plan's requests for capital funds to private colleges, emphasis upon the role of community colleges, and a better scholarship program.

Simpson asked increased aid to Pennsylvania's private colleges and universities.

"If you want to get some place fast," Simpson said, "you first make use of your existing facilities. We must make use of our 118 existing private institutions. I am strongly in favor of such aid to private colleges and universities."

"I renounce and denounce the Master Plan," Simpson added. "The State Board is pussyfooting and you should know about it. The Plan is a kind of gerry-built thing, thrown together this spring with pressures from above."

"Pennsylvania must give aid to private schools, as does the federal government, and we need to do this desperately and do it now," Simpson added. "We must make this Master Plan a balanced equilibrium for education in the future. This includes a revision of the State Constitution, if necessary."

Dr. Distler, perhaps the least critical of the Plan, called it "a step in the right direction . . . it's not as good as it should

be, neither is it quite as bad as its critics would have us believe."

He added, however, that more state scholarships are needed because, "students cannot now really make a free choice between public and private institutions. If the Constitution needs to be changed, then so be it."

Valente discussed the constitutionality of state aid to private and, particularly, church-related schools. He asserted that the State Constitution denies aid to any school "not under the absolute control of the Commonwealth."

"Does this mean," he asked, "that no appropriations may be given even to state colleges and universities, some of which have only token representation on their boards of trustees, without a two-thirds vote of legislature?"

"If the State Board had only looked 90 miles north to New York," Valente charged, "which created an authority to administer public loans to all colleges and universities. The New York Dormitory Authority doesn't use tax funds—it uses bonds for loans to colleges and universities. Its advantages are that no tax appropriations are needed and there are no limitations upon borrowing resources."

Rodden Returns

DAN RODDEN, founder and managing director of La Salle's summer Music Theatre since its inception in 1962, will return to the helm of the unique venture this season after recuperating from serious illness last summer.

Rodden will stage "110 in the Shade," the Tom Jones and Harvey Schmidt musical as the opening production, July 7 through 30th, and the Meredith Willson classic, "The Music Man," Aug. 4 through Sept. 3.

Alumni and friends of the College may obtain preseason subscription discounts and arrange theatre parties at reduced rates by writing Music Theatre '67, La Salle College, Philadelphia, Penna. 19141.

Holroyd Fund Report

SOME \$18,451 has been pledged to the Roland Holroyd Fund to establish an endowed lectureship in biology, it was announced by John Helwig, M.D., '50, chairman of the Fund committee.

At the end of March there were 395 contributors to the campaign, to which some \$12,967.20 in cash payments had been made. The committee anticipates that the Fund will exceed its goal with strong support from the Alumni Medical Society.

The lectureship is being established to honor Dr. Holroyd, founder and past chairman of the biology department at La Salle. He has taught some 6,000 students since joining the faculty in 1921.



Schoenbrun: "Not by guns alone"

Quasi tutti leggono la rivista



Fr. Dougherty Dies

REV. JOHN W. DOUGHERTY, S.T.D., a diocesan priest and assistant professor of theology at La Salle, died suddenly Mar. 17 on the campus. He was 51 years old.

Father Dougherty had been a member of the theology department since 1963. He previously taught Latin at Cardinal Dougherty High School, St. James High School in Chester, and Allentown Central Catholic.

Ordained in 1942 after earning a bachelor of philosophy degree from St. Charles Seminary and a bachelor of sacred theology degree from the Lateran Seminary in Rome, Father Dougherty also received doctoral degrees in sacred theology and in canon law from the Catholic University in Washington, D.C.

MacLeod's "Skin"

"THE SKIN OF OUR TEETH," Thornton Wilder's prize-winning comedy, will be the spring production of The Masque of La Salle College, Apr. 28 through May 7, in the College Union Theatre.

Directed by Sidney MacLeod, the drama is the last in a series of works by the Pulitzer Prize playwright. The "Thornton

Wilder Festival" included "Our Town" last fall and three one-act plays earlier this year.

Guild Gives Books

THE LA SALLE College Guild, an organization of the mothers of La Salle students, this spring donated \$1,000 in arts books to the College library.

Mrs. Edward J. Flood, Sr., general chairman of the 1966 Card Party held to purchase the books, presented the check to Brother Thomas Warner, F.S.C., librarian. A plaque recognizing the Guild's gifts totaling \$5,000 since 1962 will be placed in the library this year.

Spring Innovations

THE MAJOR INNOVATION on the La Salle campus during the spring semester is some 190 of its new evening students.

La Salle, a men's college since its founding by the Brothers of the Christian Schools in 1863, welcomed its first women students to the evening division for the spring term. The coeds are among some 400 new freshmen.

Some 22 new courses and three new faculty members were added for the

spring semester. The day college has two new fine arts courses, History of the Opera and Choral Music, and five new philosophy elective courses — Eastern Philosophy, American Philosophy, Analytical Philosophy, A History of Modern and Contemporary Philosophy, and Philosophies of God. Also added to the day curriculum is Russian Literature of the 19th Century.

Three new independent study courses were introduced by the honors program, directed by Brother Patrick Ellis, F.S.C. New offerings are Analytical Philosophy, by guest lecturer Dr. J. Robert Cassidy, of Temple University; Plato, by guest lecturer Paul Desjardins, of Haverford College, and Joseph Beatty, of La Salle, and Roman Civilization, by Brother David Kelly, F.S.C., assistant professor of classics at La Salle.

The Development of Jewish Religious Thought, a course taught by Rabbi Bernard S. Frank and sponsored by the Jewish Chautauqua Society and the Archdiocesan Commission on Human Relations, will be repeated during the spring semester, according to Brother Robert Doran, F.S.C., dean of arts and sciences. Initiated last fall, the course is the first of its kind at a Philadelphia Catholic college or university. Other colleges sponsoring such courses are Fordham, Xavier, St. Louis, Notre Dame, and Portland (Oregon).

Brother Emery Mollenhauer, F.S.C., evening dean, announced 11 new courses, among them Advanced Organic Chemistry, Contemporary British and American Novels, Literary Theory and Criticism, Structural Linguistics, Constitutional History of the U.S., Latin America Since 1830, The History of Music, and Probability and Statistics.

'Tinkerbelle' Revisited

"ONE OF THE TRAGEDIES of our time is that young people have dreams they gradually give-up as they grow older."

Robert Manry, the Cleveland newsman who crossed the Atlantic in his 13-ft. sloop, The Tinkerbelle, thus decried the inability of many young people to fulfill their ambitions. His talk, accompanied by color slides, was given on the campus last semester.

Manry's 78-day voyage from Falmouth, Mass., to Falmouth, England, received international attention in 1965, and is the subject of his recently published book, *Tinkerbelle*.

"I guess it looked like a publicity stunt," Manry said, "but that was the farthest thing from my mind. Believe me, I was amazed by the reaction." He called the voyage a boyhood dream inspired by a high school speaker, who had made a similar trip.

Manry sailed with 28 gallons of water

—continued



Dr. Roland Holroyd received the 1967 President's Medal for distinguished service to La Salle.

and eight bags of food; when he reached England, 13 gallons of water and a month's food supply remained.

"I was very surprised to learn I had lost 40 pounds, despite having little exercise," he mused. "I'm thinking of writing a book entitled *How to Lose Weight by Crossing the Atlantic*."

Manry saw about 60 ships on the trip, which he calls "much safer than driving to work each morning on the freeway." The most hazardous part, he added, was while still in the shipping lanes. During this period he missed three nights' sleep, which began a series of hallucinations.

"Many ship captains wanted to rescue me, and seemed quite disappointed when they learned I didn't want to be rescued," Manry said. He recalled being awakened one morning by the blasts of a horn, which he learned came from a U.S. submarine "so close to the Tinkerbelle I could have jumped aboard."

Does he want to return to journalism, to which he had devoted 15 years prior to his Atlantic adventure?

"Not at all," Manry says with a broad smile. "I'd much rather just keep doing this sort of thing—sailing, writing books, and giving lectures."

Coach Heyer Resigns

JOSEPH W. HEYER, '60, resigned as La Salle College's basketball coach April 12.

Heyer, who had coached the Explorers the last two years, was offered a full-time coaching position at a considerable increase in salary, but felt that it would



Brother Bernian accepted an \$18,000 contribution for the Byrne Memorial Scholarship from John St. John (center) and Joseph Devine.

be "in his own best interests to resign," according to Brother Daniel Bernian, F.S.C., president.

Brother Daniel said that the position of head coach is "wide open" and that the college faculty athletic committee would be given the responsibility of recommending a successor.

Heyer, who guided La Salle to 10-15 and 14-12 records in two years, plans to continue teaching and coaching. He is presently on the faculty at Cardinal Dougherty High School.

Protest Not Enough

"PEOPLE ARE LEARNING that integration without preparation can only equal frustration," a civil rights leader told a La Salle College audience last semester.

The Rev. Leon Sullivan, founder and director of Philadelphia's Opportunities Industrialization Center, addressed La Salle students and faculty in the last of a four-part series on "The Urban Crisis."

OIC was founded, he said, "when we decided something had to be done on a massive scale to take advantage of gains made by the civil rights movement. The old training programs screened-out the very people who needed help most.

"Protests and demonstrations," Rev. Sullivan added, "were just not sufficient. We needed preparation and productivity. These were people without hope, people who were mad at the world. They came to OIC not because they wanted a hand-out, but because they wanted a helping hand up."

Of the phrase 'black power,' he said, "Black power means strength, and my people need strength. But let's give the phrase meaning. Instead of saying, 'Burn, baby, burn,' let's say, 'build, brother, build.' We will rebuild our own houses, our own blocks. We will build pyramids, entire new neighborhoods, with the help of those who support us."

Rev. Sullivan said OIC training has added \$6.5 million in buying power to the city and has saved the state some \$1.5 in relief funds. He added that OIC has placed 2700 persons, 98% from the poverty category.

Summer Workshops

LA SALLE COLLEGE's psychology department will sponsor a two week counseling workshop for religious superiors of women, Aug. 14-25, on the campus. A second workshop for religious superiors of the Brothers of the Christian Schools will also be held at La Salle, June 12-23.

Directed by Brother Austin Dondoro, F.S.C., Ph.D., chairman of La Salle's psychology department and author of *No Borrowed Light*, the workshops will consist of daily lectures and discussion groups.

CLASS NOTES



Frank M. Folsom, former RCA board chairman, received the 1967 Signum Fidei Medal from alumni president Frank Donohoe.

'96

T. PETER CLANCY died in February.



JOSEPH J. KELLEY, JR.

JOSEPH J. KELLEY, JR., was appointed executive secretary to Pennsylvania Gov. Shafer. He was named to the cabinet-level post after serving as a research man and speech writer for Shafer during the campaign last fall. He formerly taught at Drexel Institute and the Valley Forge Military Academy.

'38

DANIEL J. MCCAULEY, ESQ., was elected president of the Alumni Law Society and installed at a cocktail party on March 19 at the Philopatrian Club. A. WILLIAM SALOMONE, Ph.D., Wilson Professor of European history at the University of Rochester, was one of 57 scholars in the country to receive a senior fellowship for a year of study and writing awarded by the National Endowment for the Humanities.

'42

WENCESLAUS V. KOCOT, M.D. was elected associate chief of medical service at the Holyoke Hospital in Holyoke, Mass.

'45

Rt. Rev. Msgr. GABRIEL MAIORIELLO was named a domestic prelate for the diocese of Richmond, Va.

LA SALLE, Spring, 1967

'37

DOMINIC MONTERE has been named assistant football coach at the University of Maryland. He coached the Salesianum High School team in Wilmington, Del., where he compiled a record of 70-10-3 from 1956-65.

'48

FREDERICK BERNHARDT is now a representative of the hospital equipment division of The American Seating Company. JAMES T. HARRIS was recently appointed vice president of the African-American Institute. He will continue as a consultant to Corning Glass Works.

'47

'49

JOHN E. BARRY was promoted to executive vice president at the Lancaster County Farmers National Bank in Lancaster, Pa. H. PETER GILLINGHAM was chairman of the alumni association's annual Spring Reception, which was held Sunday afternoon, April 2. JOHN J. GUERIN has been appointed controller of Sylvan Pools in Doylestown, Pa. MYLES S. McDONNELL has been promoted to assistant to the operating vice president at the Reuben H. Donnelley Telephone Directory Co. JOHN F. MORASS is assistant vice president at Camden Trust Co. RAYMOND B. REINL was elected vice president of the Alumni Law Society.

'50

JOHN F. FINNEGAN is a civilian supervisory auditor for the Army in Seoul, Korea. NORMAN HAIDER is English department chairman at Cherry Hill (N.J.) High School West. He recently had his second book *Structure of Sentences* published by Holt, Rinehart and Winston. JOSEPH F. O'CALLAGHAN, Ph.D., associate professor of history at Fordham University, delivered the annual King lecture in Yonkers, N.Y. under the auspices of the U.S. Catholic Historical Society. His topic was "Christian Life Under Moslem Rule in Medieval Spain." EDWARD A. WARREN is program director of WABC-TV in New York City.

'52

Army Maj. JOSEPH F. GOLIASH received the Bronze Star Medal for outstanding meritorious service in combat operations in Vietnam. He received the medal at Ft. Leavenworth, Kan., where he is attending the Army Command and General Staff College. JAMES V. COVELLO has received the national quality award for excellence of service to life insurance policyowners. REUREN G. MILLER received his Ph.D. in economics in December from Ohio State University. He recently returned from the National University of Taiwan in Taipei, Formosa, where he was a Fulbright-Hayes lecturer in economics. He is currently an assistant professor of economics at the University of Massachusetts and a visiting lecturer at Smith College.

'53

NORMAN GREKIN was honored at the annual Alumni Spring Reception, when he was inducted into the Alumni Hall of Athletics. LAWRENCE J. JORDAN, D.O., was named co-chairman of the department of radiology at Parkview Hospital. WILLIAM V. LANG, manager of Continental Bank and Trust company's Fourth & Market Streets office, was promoted to assistant vice president of the Bank. ROBERT V. QUINDLEN has been named general operations manager of Triangle Conduit and Cable Co., with responsibilities for the Raceways Division at Carnegie, Pa. and the Steel Conduit Division at Glen Dale, W. Va. G. RUSSELL REISS, M.D., vice president of the Alumni Medical Society, has been nominated for the office of president. GEORGE J. RITCHIE, general manager of the Bate Plywood Co. in Merlin, Ore., was recently elected to the board of trustees and the finance committee of the American Plywood Association.

'54



CHARLES F. HALE

Navy Lt. Cmdr. EDWARD F. (Ted) BRONSON, piloting an A-4D Skyhawk jet from the carrier Enterprise, was recently credited with sinking a North Vietnamese oil barge. GERALD P. GINLEY is now in the general practice of law with offices in the Western Saving Fund Building. CHARLES F. HALE has been named assistant controller of the Insurance Company of North America. ROBERT J. SCHAEFER was chairman of this year's Hall of Athletics Selection Committee which chose NORM GREKIN, '53 and HANK DE VINCENT, '56 for inclusion in the Hall. They were honored guests at the annual Spring Reception. FRANCIS F. SMULSKI was promoted to assistant treasurer at the Bank of Delaware. JOSEPH T. WAUGH has been appointed labor relations manager of the Yale Materials Handling Division of Eaton Yale & Towne, Inc.



Former Gov. David L. Lawrence, who had devoted much time and attention to La Salle's special programs, died last December. He had received the College's Centennial Medal and an honorary degree in 1961.

'55



FRANK J. NOONAN

MICHAEL FLACH, comptroller of the Jewish Home for the Aged in Philadelphia, recently addressed the Women's Medical College of Pennsylvania Auxiliary. THOMAS J. GOLEA, now representing the 170th district in the Pa. House of Representatives, has been named secretary of the Committee on Higher Education. He participated in an Alumni Association sponsored panel discussion on the Master Plan for Higher Education in Pa. in February at Holy Family College. GEORGE I. HAGGERTY has been named advertising account supervisor at N. W. Aver and Son, Inc., in Chicago. He will handle the Container Corporation of America account. JOHN E. MURRAY is acting dean of the Duquesne University School of Law. ROBERT A. O'HALLORAN was promoted to telephone sales supervisor at the Reuben H. Donnelley Telephone Directory Co. FRANK J. NOONAN has been promoted to assistant vice president of Fidelity-Philadelphia Trust Co.

'56

GEORGE W. DARLINGTON has joined the Monroe Security Bank and Trust Co., of Stroudsburg, Pa., as a vice president after more than 10 years service as a senior bank examiner with the department of banking of Pennsylvania. HENRY DE VINCENT, M.D., was honored at the Alumni Spring Reception, where he was inducted into the Alumni Hall of Athletes. JOHN J. LOMBARD participated as a panelist in an Alumni Association sponsored discussion on the proposed Pennsylvania Master Plan for Higher Education at Holy Family College in February. ALFRED C. STROHLIN has been appointed senior museum scientist at the office of learning resources, School of Medicine, University of California, at La Jolla, Calif. The medical school will be open to students in the fall of 1968. *Marriage:* E. RODNEY SMYRK to Ann Marie Fenlon.

'57

Rev. THOMAS P. CONNOR was ordained to the priesthood in Rome at St. Peter's Basilica on December 17 by Bishop Francis F. Reh, rector of the North American College. JOSEPH V. MAGUIRE has been named eastern regional editor of *T.V. Guide Magazine*. He directs the programming activities of 17 editions in the East and Midwest.



JOSEPH V. MAGUIRE

'58

Capt. JOHN CAMPANELLI, U.S.M.C., is taking a 13 week course at the Army Language School in Monterey, Calif., after which he will serve in Vietnam. MICHAEL CAPUTO has joined the Naval Air Systems Command in Washington, D.C. as an inventory management specialist. RAYMOND T. COUGHLIN has been promoted to supervisor of technical service at the Chicopee plant of Johnson and Johnson. ROBERT J. DI LUCHIO was appointed director of finance of the city of Wilmington, Del. ROBERT M. DONDERO was promoted by the Philadelphia Saving Fund Society to manager of its Plymouth Meeting Mall branch. ROBERT P. GALANTE is manager of Bell Telephone Company's Greensburg, Pa. computer center. ANTHONY GUERRELLI received the "outstanding young man of the year" award from the Suburban Bucks Co. Jaycees in January. PASCHAL J. LA RUFFA, M.D., was awarded a fellowship by Harvard University and is studying adolescent medicine at Children's Hospital Medical Center in Boston, Mass. JOSEPH E. MARTIN was promoted to the rank of Major in the Army Engineer Corps in S. Vietnam. WILLIAM F. MCGONIGAL has been named assistant manager of the Houston, Texas, office of Pacific Mutual Life Insurance Co. MAURICE F. O'NEILL was elected executive vice president of the Reese Consulting Corp. in Philadelphia. *Births:* To ROBERT P. GALANTE and wife, Joy, their third son, Richard J., to KENNETH G. HAGER and wife, Bonnie, their second daughter, Dana Michele.

'59



ROBERT I. ALOTTA

ROBERT I. ALOTTA was appointed new business coordinator for the Philadelphia *Daily News*. For the past four years he had been manager of customer service for the Philadelphia *Inquirer*. BASIL R. BATTAGLIA is chief deputy to the New Castle County, Del. register of wills. Rev. JAMES J. FOLEY was ordained to the priesthood in Rome at St. Peter's Basilica by Bishop Francis F. Reh, rector of the North American College. ROBERT ROW-

LAND, director of the honors program at Villanova University, is secretary of the Villanova chapter of the American Association of University Professors. KENNETH G. WILLIAMS has been appointed a casualty adjuster for south Jersey by the Allstate Insurance Co.

'60



ROBERT J. PECULSKI

ROBERT R. DAVIS has joined the placement staff of I.B.M. Corp. in Armonk, N.Y. He was formerly a technical recruiter for the R.C.A. Service Co. JOSEPH J. FRANCIS has been named district manager of the Pennsylvania Manufacturers' Association Insurance Co. THOMAS P. HAGGERTY has been awarded a National Science Foundation fellowship to complete his studies toward a Ph.D. degree in mathematics at Georgetown University. FRANCIS C. (Connie) NEWMAN has qualified for membership in the "Million Dollar Roundtable" for his life insurance sales during 1966 for the Frank Blatcher ('56) Agency of the Indianapolis Life Insurance Co. ROBERT J. PECULSKI has been named advertising promotion manager of the Philadelphia *Daily News*. He had been assistant advertising promotion manager for the *Saturday Evening Post*. GEORGE F. READING has been appointed medical service representative by J. B. Roerig and Company, a pharmaceutical division of Pfizer. ROBERT W. SUTER, Esq., has been named counselor for the "U-Haul It" Co. JOSEPH P. STARK has been appointed credit administrator of Menley and James Laboratories, a manufacturer of proprietary pharmaceuticals. *Birth:* To JOHN METZ and wife Ruth, a son, John Patrick.

'61



JAMES W. MURRAY

CHARLES A. AGNEW, president of the Washington, D.C., area alumni chapter, has been named director of training for college relations, U.S. Civil Service Commission. JAMES F. CAVANAUGH has joined the Rouse Company in Baltimore, Md., as an accountant.

La Salle Auxiliary

Alumni learning of the death of another alumnus or a member of his immediate family are requested to notify the Alumni Office (Victor 8-8300), so that the deceased may be enrolled in the St. La Salle Auxiliary.

M.D.'s Accept D.O.'s

The Alumni Medical Society voted to accept alumni who are Doctors of Osteopathic Medicine (D.O.) into their ranks. A poll of the membership resulted in an overwhelming vote in favor of admitting the osteopathic physicians to membership.

The Society's Speakers Bureau, which provides guest lecturers for students preparing for the study of medicine, is under the chairmanship of Lawrence Goldbacher, '42, M.D. Sidney Orr, '42, M.D., spoke on February 15 about "Common Surgical Problems" illustrated with slides. Henry P. Close, '33, M.D., lectured on "Veteran's Medicine" on March 10. On April 21, 1967 at 12:30, Oscar Corn, '38, M.D., will speak on "Orthopedic Surgery".

The annual Medical Society Reception, to which alumni who are medical students, interns or residents were invited, was held on Sunday, April 16. James C. McLaughlin, '48, M.D., was chairman.

The Society will again offer an exhibit at Open House, April 30. Philip Nolan, '51, M.D., is chairman.

Also on Open House day, the Society will elect officers for the coming year and present the fourth annual gift to the Biology Department. Michael Etzl, '38, M.D., is chairman of the Gift Committee. Candidates for office are: for president, G. Russell Reiss, M.D., '53; for vice president, Charles G. Heil, M.D., '49; for secretary, John Gostigian, M.D., '52; for treasurer, Robert Smith, M.D., '52.

Second Lt. ALBERT C. BANFE, JR., was awarded silver wings upon graduation from the U.S. Air Force navigator school at Mather AFB, Calif. Ensign KARL CASSELL, has been assigned to the Carrier Airborne Early Warning Squadron Eleven at Naval Air Station, San Diego, Calif. NICHOLAS GIORDANO, staff accountant for Price, Waterhouse & Co. has been appointed associate director of educational activities for the Philadelphia Chapter of the National Association of Accountants. Ensign CRAIG G. HAMMOND, has been graduated from the U.S. Naval Officer Candidate School at Newport. VINCENT J. MAZZUCA was commissioned a Second Lt. at the Army Artillery and Missile Center, Ft. Sill, Okla. RALPH S. PALATUCCI and JOSEPH J. ROBERTSON were graduated from the officer basic class at the Marine Corps Schools at Quantico, Va. JULIUS VON BUSHBERGER has been named an assistant treasurer of the Union Service Corp. in New York City. *Marriages:* JOHN J. BAKER to Carlyn Ann Genez. THOMAS P. FAGAN to Florence Mary Greenway. ADRIAN SHANNAHAN to Irene Owens. RICHARD C. SIMMERS to Nancy Boland. *Births:* To MICHAEL F. DOYLE and wife, a daughter, Carla Michele.



ALBERT C. BANFE, JR.

after five years with the Department of Housing and Urban Affairs in New York. JOSEPH DEL GROSS, a field agent for the Internal Revenue Service, was recently promoted to the GS-12 grade. ROBERT P. FRITZSCHE has accepted employment with Shell Oil Co. as a salesman in Baltimore, Md. PHILLIP G. LOSCOE, who holds a Ph.D. degree in physics from the University of Notre Dame, has joined the Knolls Atomic Power Laboratory. JAMES W. MURRAY has joined the public information staff of the Philadelphia City Representative's Office. He had been news editor of *The Catholic Standard and Times*, Philadelphia's archdiocesan newspaper, for the past four years. *Marriage:* GERALD LAWRENCE to Rita K. Duffy.

phone Co. in Dallas, Pa. DAVID J. McDONNELL has been named professional sales representative for Pfizer Laboratories in Buffalo, New York. WILLIAM J. O'BRIEN of the Law firm of Pepper, Hamilton, and Scheetz, co-authored an article in *Pennsylvania Medicine* entitled "Hospitals' Loss of 'Charitable Immunity' Protection May Mean Fewer Malpractice Suits Against Physicians". First Lt. LOUIS OSWALD is an aerospace munitions officer in Vietnam. *Birth:* To FRANK DALY and wife Maureen, a daughter, Patricia Maureen.



JOSEPH MCCARTY

'62
The fifth anniversary reunion of the Class of 1962 will be held in the College Union Ballroom on the evening of Saturday, May 20. Cocktails will be served at 7:00 p.m., dinner at 8:00. Dancing after dinner until 1:00 a.m. Tickets are priced at \$15.00 per couple and includes the cocktail hour and dinner for two. Drinks after dinner will be moderately priced. Tickets may be procured through the Alumni Office. THOMAS J. LYNCH and JOHN P. LAVIN are co-chairmen of the 5th anniversary Dinner-Dance. Others on the committee include: ANTHONY J. CLARK, THOMAS A. COTTONE, JOHN F. X. FENERTY, PHILIP P. HEUCHERT, NICHOLAS J. LISI, CHARLES J. MAHON, and RICHARD L. O'CONNOR. WILLIAM M. MASAPOLLO, an accountant with Arthur Anderson and Co., has been appointed associate director for the Philadelphia chapter of the National Association of Accountants. WILLIAM A. PEARMAN, a member of the graduate faculty of Fordham University, recently received his Ph.D. degree in sociology from the University of Pittsburgh. *Marriage:* ROBERT J. HOULIHAN to Paula A. Hopkins.

FRANK M. KAMINSKI, JR., has been elected an assistant treasurer of The First Pennsylvania Banking and Trust Co. Marine Capt. JAMES J. KIRSCHKE was seriously wounded in action near Da Nang, S. Vietnam. Friends and classmates may write to him c/o the Philadelphia Naval Hospital. JOSEPH MCCARTY has been commissioned a Second Lt. in the Air Force at Lackland AFB, Texas. DAVID A. PARTIDGE has joined Provident National Bank as manager of Advertising. PAUL M. WHITECAR has been appointed professional sales representative for Pfizer Laboratories in the Washington, D.C. area. *Marriage:* EDWARD J. GOLDEN to Roberta Ann Gronlong. RICHARD B. PAUL to Faith Clare Bugno. *Birth:* To ROWLAND F. RODGERS and wife Carol, a son, James.

'66
JAMES M. CARNEY has been commissioned a Second Lt. in the Air Force at Lackland AFB, Tex. RICHARD DALY is serving as a Peace Corps Volunteer in South America. He is working at Community Development at Moniquera Boyaca. OTTO L. ERICHSEN has begun a two year assignment for the Peace Corps in the West African nation of Togo. LOUIS DI LOSSI, JOSEPH F. GIACOMETTI, JOSEPH F. HAUGHNEY, JAMES J. HEATH, GEORGE C. LENNOX, MICHAEL MARINO, JAMES C. REIMEL, PASQUALE ROSLE, and HARRY R. SILLETTI have received Second Lt. commissions in the Air Force at Lackland AFB, Tex. NORMAN E. MORRELL has recently been promoted to assistant quality control manager of the Budd Co. in Gary, Ind. PAUL PERANTEAU is now serving with the Peace Corps in India. JOHN F. RODGERS has been elected Secretary of Rutgers Law School, class of '69. JOHN M. SHAEFFER received the overall manuscript prize at the annual awards banquet of the National Accounting Association. Now a graduate student at the University of Pittsburgh, Shaeffer received the \$150 prize for a paper on "Planning for Capital Expenditures." *Marriage:* GEORGE H. BERG to Mary E. Sorrentino.



JOHN M. SHAEFFER



OTTO L. ERICHSEN

'63
JOHN A. HELLER has been appointed general plant supervisor of Commonwealth Tele-

'65
WILLIAM BALDINO is teaching English at the William Tennent High School in Warminster.

La Salle Vignettes



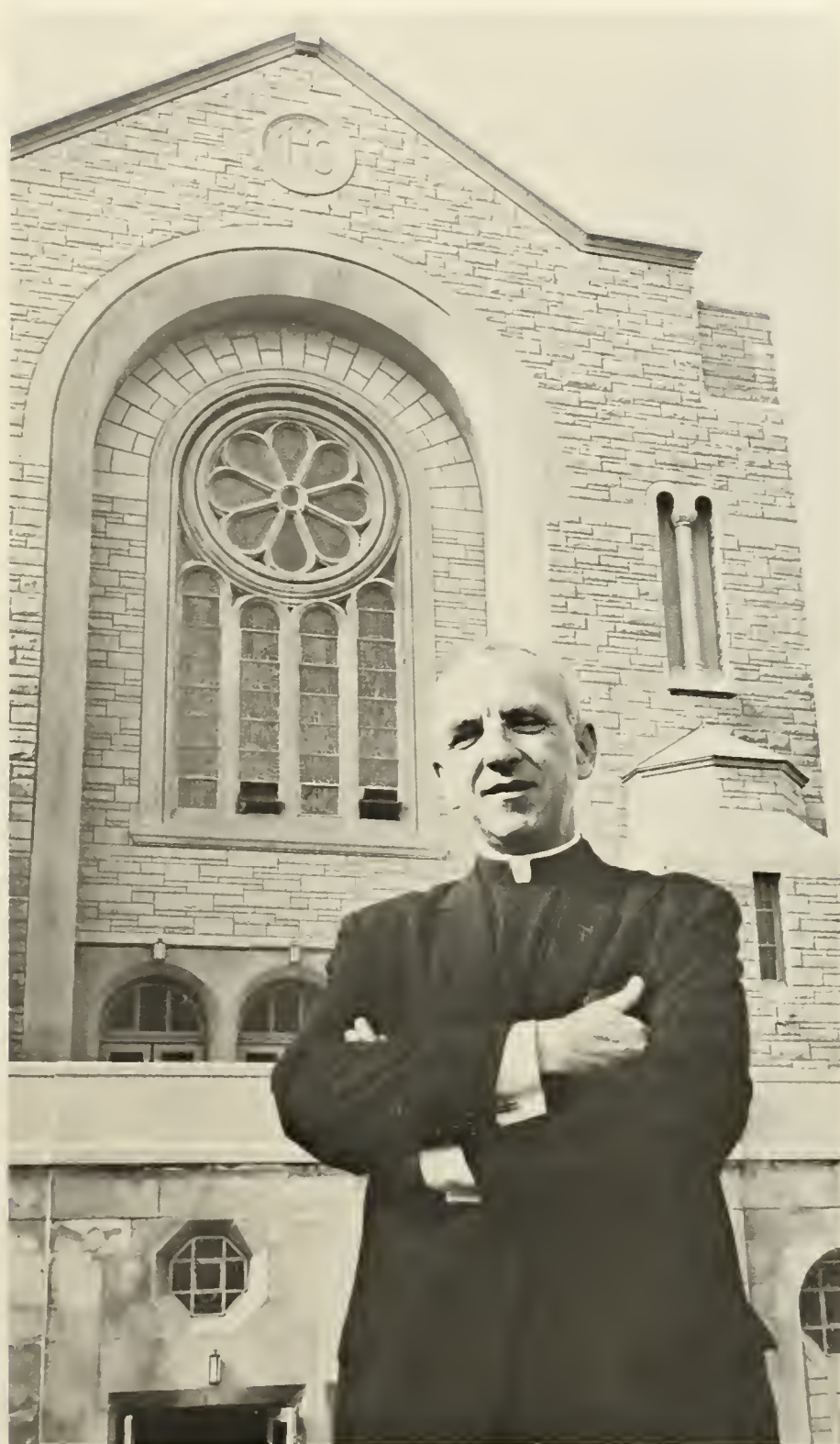
Gabe Zinni / *children of the war*

Among the many ironies of man's futile battles with his fellow man is the suffering often incurred by innocents, the children, and that later the fighting man is often the principal bearer of assistance to his inadvertent victims. Army Capt. **Gabriel J. Zinni, '63**, like millions of soldiers in hundreds of wars gone-by, became involved in the vicious cycle while serving in the Mekong Delta area of Vietnam until early this year. He was wounded in combat three times and received the Purple Heart. "The realities of war," he states, "seldom offer opportunities to derive satisfaction from being constructive, rather than destructive. But, in keeping with the maverick nature of the Vietnam war, many constructive programs are operating." Shown

here with children from a small village in the Delta that was destroyed by Vietcong, Zinni helped Army Chaplain Father Alvin Campbell to build a small village, with financial assistance by U.S. forces in the Can Tho area. The occasion for this photograph was the distribution of Christmas gifts donated by dependents of U.S. military personnel at an installation in Germany. "I was ecstatic the day I returned home," he adds, "but the satisfaction of helping a needy people was truly rewarding." Active in the College Union Committees while an undergraduate, Zinni is now assigned to an Army installation near Philadelphia.

Father McDevitt /
people who like people

If you're not trying to help people, if you don't like people, then you don't belong in either." Thus, the Rev. John M. McDevitt, '56, draws a parallel between political life and the priesthood. The recently-ordained Father McDevitt should know, too, having spent over six years in Philadelphia's City Council before entering the seminary in 1963. A Democrat, he had given 16 years of his life to a political career by which he became one of the city's most formidable and popular political figures. He was elected to City Council in 1955, while still an evening Division student. Since Father McDevitt was ordained at the start of his fourth year in the seminary, he has returned for another year of study and hopes to continue work on his master's degree at Catholic University. During the year, his ministry will be limited; he is able to celebrate Mass daily, but cannot hear confessions or preach, except in emergencies. The priesthood, he contends, holds a great advantage for public service: "In politics, one can easily become disgusted with people. The chances are greater of becoming a cynic. As a priest, through prayer and spiritual life, you are constantly evaluating yourself. I've learned to become a little less disappointed when things don't work out. Perhaps I've come a little closer to reality." A member of the Oblates of St. Francis De Sales, Father McDevitt hopes to teach political science after earning his master's degree.



La Salle Vignettes —continued



Frank Kehoe, Phil Carr / *in peace and war*

The New York office of the Federal Bureau of Investigation is wealthy in talented graduates of many of the nation's finest colleges and universities, but La Salle may well lead the pack in representation. Would you believe five? From **Leo Kelly, '49**, longest in service with the Bureau, to **Francis Kehoe, '48** and **Phillip Carr, '54**, (left and right above, respectively), and **William J. McDevitt, '51** and **John F. Ricks, '52**, La Salle has a noteworthy contingent in the nation's biggest—and probably busiest—FBI office. All are special agents with varying specialties — Carr, for instance, is an accountant. They tend to play-down the

dramatic side of the job and to the casual observer resemble dashing business execs more than Eliot Ness' men. But each must qualify monthly in small arms fire under a variety of conditions, so it's not all 9 to 5 dictation work. If they could discuss the more exotic aspects, which they can't, all of the dramatizations—from the old radio program to the current TV version—would no doubt pale by comparison, especially at the New York Office, where many of the Bureau's biggest cases have broken (e.g., the Nazi Hell Gate Bridge plot in 1942 and the Rosenberg case in 1953).



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Lay Involvement: Advise and Consent



Summer 1967

AUG 17 1967

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La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

Life with Uncle



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CREDITS: Cover design by Jack Boyle; page 1 illustration by Dick Edmiston; pages 5, 6, 9 (lower left); 11 and inside back cover by Walter Holt; page 39, courtesy LOOK MAGAZINE; page 9 (lower right) by Kevin Nolan; all others by Charles F. Sihre.

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE

Vol. 11

Summer, 1967

Number 3

Ralph W. Howard, '60, *Editor*

Robert S. Lyons, Jr., '61, *Associate Editor*

James J. McDonald, '58, *Alumni News*

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Life with ^{out} ₁ Uncle?

By JOHN L. McCLOSKEY, M.B.A.,
Vice President, Public Relations
& Director of Development

A companion article to this issue's Editorial Projects for Education supplement, which examines the full range of federal support for higher education and its implications for schools who do and don't receive such aid.

The G.I. Bill might be called Uncle's first

SINCE THE Blaine Amendment was rejected by Congress in 1875, groups advocating absolute separation of church and state, as well as many others with varieties of professed justification, have taken pot-shots at federal legislation designed to aid education. Despite these efforts, some to completely eliminate federal aid, others to restrict it to public institutions, federal appropriations to education soared beyond the \$10 billion mark in 1966. Over \$4 billion of this amount went directly to higher education.

Uncle Sam's "educational gusher" has not, however, meant proportionate royalties to all institutional relatives. One hundred of the larger universities receive about 90% of the federal money available. The liberal arts college finds itself hard-pressed to qualify for many of the programs in research and not qualified for support directed to the graduate programs.

During the post-war '50s and early '60s, colleges like La Salle missed-out on federal support by meeting their needs before the enactment of federal programs recognizing these needs on a national level. La Salle's library constructed in 1952 and Science Center (1960) would qualify under facilities grants today, but had to be financed privately when constructed.

The G. I. Bill, which enabled approximately 3.5 million veterans to attend college in the late '40s and early '50s, might properly be listed as Uncle's first visit to La Salle. True, this was not direct aid, but the influx of veterans sent the war ravaged enrollment of under 500 in 1946, soaring over 2,000 in 1950.

La Salle's nine residence halls, representing facilities for some 800 students and a combined cost of \$2.5 million were financed through the sale of U. S. Revenue Bonds. In addition, the College Union construction was similarly financed in 1958. These self-amortizing loans represent a significant portion of the post-war financing for physical expansion to date.

La Salle has received matching grants for physiology laboratory equipment and from the Atomic Energy Commission for biology laboratory equipment. Summer work-

shops in biology have been supported by the National Science Foundation and numerous individual grants have been received by faculty members.

Brother Thomas Warner, F.S.C., director of the library, recently received a grant of \$25,494 for library materials. This in addition to \$5,000 received a year ago for the same purpose.

To keep pace with the growing package of federal aid to students, La Salle established the Office of Financial Aid in 1965. Brother Martin Stark, F.S.C., was its founding director, succeeded by Brother Francis McCormick, F.S.C. this July. This office administers all student scholarship and grant programs, which include the National Defense Student Loan Program begun in 1958 and the Educational Opportunity Grants Program. In 1966-67, some 700 students were assisted by funds provided under the NDSL at La Salle.

The career planning and placement center administers the College Work Study Program, which during the past year gave 54 needy students 15 hours-a-week employment on campus during the school year. Each student may work 40 hours-a-week during vacation periods. The college provides 25% of the cost of this program, while 75% is federally financed.

In view of the growing importance of government support programs and with the realization that the U.S. Office of Education alone has nearly 90 higher education programs, the Board of Managers of the College approved a feasibility study in March 1967 to determine the means of funding the ambitious plans for the 1970's and 80's. Tamblin and Brown, Inc., of New York City, consultants for support programs in higher education, were engaged to conduct the study.

Capital funds from all sources in the amount of approximately \$6.5 million will be needed to implement the expansion program projected for 1970. A preliminary table prepared by Tamblin & Brown, to highlight potential government support, appears below:

Visit to LaSalle

<i>Project</i>	<i>Estimated Cost</i>	<i>Government Grant Possibilities</i>	<i>To be provided from private sources and long term financing</i>
CLASSROOM BUILDING	\$2,500,000	\$ 833,333	\$1,666,667
PHYSICAL RECREATION BUILDING	2,750,000	200,000 (or) 916,000	2,550,000 (or) 1,833,334
LIBRARY	1,000,000	333,333	666,667
PARKING AREAS	100,000	none	100,000
MAINTENANCE BUILDING	200,000	none	200,000
TOTALS:	\$6,550,000	\$1,366,666 (or) 2,083,332	\$5,183,334 (or) 4,466,668

Dr. Rita J. Smyth, vice president of the Institute for Educational Planning, has completed a preliminary report relating to government support programs in conjunction with the Tambllyn and Brown study. Excerpts from the study's recommendations appear below:

A. The Urban Study Center, approved by the College Council in April, may well be the single most important bond between La Salle and government agencies. Its value to the College and to the community are obvious; its future value to development activities are inestimable, particularly with involvement of La Salle professors and area leaders in the fields of business, marketing and industry.

Planners should bear in mind that the 89th and 90th Congresses, as well as the executive branch of the federal government, are increasingly creating educational legislation that will bring higher education's skills to bear on social welfare problems. Community involvement is the key to successful government funding. With its new Center, La Salle is at the threshold of significant programs. Not only Title I of the Higher Education Act and Title III of the Elementary and Secondary Education Act, but programs in many other agencies will be applicable.

B. Government programs funding construction projects are usually predicated on expansion of enrollment. Projection of La Salle's day session enrollment shows a slight decline in 1967-68 and 1968-69. (Evening and summer sessions' projected increases, however, result in projected total enrollment increases).

C. To facilitate the first and second recommendations, it is suggested that there be established a coordinating committee, comprised of selected administrators and department chairmen, for government support programs.

D. Formalize and stress a program of government relations in the public relations department, with the assignment of government relations to the new development officer working out of the office of the vice president for public relations.

E. A concerted effort should be made by the College—where in keeping with its academic goals—to engage in inter-institutional cooperative projects. Federal funding may be available, and benefits for the College and higher education in the area may be derived.

F. A thorough study should be made of the following potential sources of funding for La Salle College. These sources have been selected from hundreds of possibilities in various agencies as ones that may particularly fit La Salle's programs.

1. Title I, Higher Education Act of 1965, Public Law 89-329, funds community service programs, such as may

—continued

Alumni should be aware of the

be conducted in the future by the Community Service Center, in conjunction with local governments or other institutions.

2. Title II, Higher Education Act, provides for special purpose library grants. Although it is understood that La Salle's library may not be able to meet the maintenance of effort requirement next year, this source of matching funds should be kept in mind for future needs. Note that, like many other government programs, projects carried on cooperatively by two or more institutions are encouraged.

3. Provisions of Title III, Higher Education Act, should be noted. If a new two-year developing institution of higher learning in the Philadelphia area should join with La Salle to strengthen its program, facilities or staff, funding beneficial to the two institutions might be possible.

4. Part of the Higher Education Act amendments of 1967 call for programs to strengthen education professions development. Included will be institutional grants to strengthen undergraduate (as well as graduate) teacher-training programs. Funding for institutes, seminars and workshops will be available. This legislation should be carefully followed. Education research grants are available under authorization of the Cooperative Research Act, Public Law 83-531, as amended.

5. For the assistance of long-range planners concerned with construction of a future maintenance building on campus, attention is directed to subpart A, Section 170.1, Higher Education Facilities Act of 1963, Public Law 88-204 concerning related supporting areas and funding possibilities for those parts of service buildings "to the degree that such central facilities are designed to serve academic facilities. . . ."

6. La Salle does not presently have a coordinated audio-visual center. If it is in the thinking of administrators to establish such a center, or even to expand facilities in this area for total institutional purposes, application for matching funds may be made under Title VI, Higher Education Act.

Delegation to a single member of the administrative staff the responsibility of outlining academic needs throughout the institution for audio-visual needs and preparation of a comprehensive proposal would be beneficial for the College's academic program.

7. La Salle officers should begin to establish dialogue with the National Foundations on the Arts and Humanities. In view of Congressional analysis of their programs, it is not known now what the status of their funding abilities will be in the future. As a liberal arts college, La Salle, however, may find future possibilities here—particularly for its drama offerings.

8. Middle States evaluators recommended additional scientific research by faculty, and faculty-student groups. As is known to administrative officers, these may be funded by the many programs of the National Science Foundation, Atomic Energy Commission, National Institutes of Health.

9. At this point, it appears that the International Education Act, Public Law 89-698 again will not be funded. Nevertheless, the College is well advised to continue its liaison with the Division of Foreign Studies, Bureau of Higher Education.

10. The National Science Foundation also supports programs in atmospheric research. Contact, if not already made, should be established with the mathematical and physical sciences division of the National Science Foundation for the program in astronomy.

11. La Salle's excellent school of business would be well advised to establish close contact with the Department of Commerce and the Business and Defense Service Administration's bureaus of industrial analysis and marketing and services.

The foregoing are but a few of several programs which La Salle may wish to study and/or process in the near future. It is recognized that capital funding programs are extremely important to the future of the College; at the same time, funding programs for operating purposes that will free money for capital purposes and that meet academic goals are worthy of consideration.

ed and rights of the church-related college

THE ESTABLISHMENT of the financial aid office; the opening of an Urban Study Center; the study conducted by Tamblyn and Brown, and the strengthening of the development department of the College through addition of more staff personnel, should combine to assure a more full participation in the federal aid programs for higher education.

The going will not be smooth and easy, however. Continuing attempts will be made to deprive the church related college, through legislation, of at least institutional participation in federal programs. In this regard we should become acquainted with the fact that the first amendment does *not* prohibit grants to the church related college where the primary effect fulfills the secular purpose.

Some state constitutions will continue to present obstacles to aid on the state level, but as in Title II of the Elementary and Secondary Education Act of 1965, the Commissioner of Education is given the power to by-pass these obstacles.

Fully exploited, the federal programs solve only a small percentage of the budget problems of the church related liberal arts college. When we rush off to Washington after finding that the grant is not too expensive to accept; when we find that accepting the money does not call for major adjustments in our programs; we note that changes in the objectives of philanthropic foundations may have just altered the source of the money rather than the amount. The philanthropic foundation has more important uses for its largess than to duplicate federal support programs.

Our alumni should be acutely aware of the needs and the rights of the church related college. They should be called upon to exert a much greater support effort, starting with their own contribution. Followed by their influence to encourage all other sources of support.

Uncle *does* like us—he's not about to disown his church-related relatives. This nation's brain power and security depend upon the total educational system—not merely on one segment.

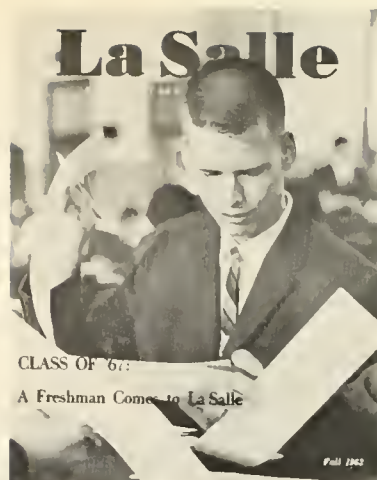
One thing should be remembered, however: there are too many of us for Uncle to visit—we must go to him. Otherwise, "life without uncle" will have been largely of our own making. ■



Mr. McCloskey, who joined the La Salle staff in 1946, was named assistant to the president of the College in 1955 and has been vice president for public relations and director of development since 1959. He is also an associate professor of marketing, and holds degrees from La Salle and Temple University.



Jim Butler, Revisited



FAMILIAR TO all is the TIME Magazine cover story jinx, and who can forget the famous SPORTS ILLUSTRATED cover whammys—the Phillies in 1964 and the Dodgers in the 1966 World Series.

So it was not without some trepidation that LA SALLE chose to run a cover story on an incoming freshman in the 1963 fall issue.

True, we had chosen a 'real winner' in James A. Butler, an English honors student in high school with lofty College Board scores. But didn't Mauch have all the 'tools' in '64—didn't the Dodgers have Sandy Koufax? We worried a lot!

Well, we shouldn't have. Jim Butler is the rule who proves the exception, for not only was he an extraordinary scholar—third in his class with a near-perfect academic average—but also a leader in campus life.

Moreover, as if to contravert all of the journalistic Fates, he became La Salle's first double winner of *both* Woodrow Wilson and Danforth graduate fellowships. He plans graduate studies this fall at Cornell University, where he and his new bride will make their home.

What has Jim to say of his four years at La Salle? He puts it this way:

In the first four years of its second century—the years that La Salle and I have shared—the College itself has undergone a tremendous change. In just four years, a vibrant Honors Program has been created. The College is changing to a more-than-Philadelphia-area school: three more dormitories in these four years. In these four years, it has been fashionable to say that La Salle is a good school on the verge of greatness—someplace in the last four years, it may well have passed from good to great.

In four years at the College, I too have changed: from a Republican to a Democrat, from a conservative to a liberal Catholic, from a person unsure of what he wanted to do in life, to a person who now wants to teach college because he has seen the tremendous influence good teachers can have.

As I finish this particular four-year relationship with the College, I can't help but think that someday I'll be back—hopefully as one of those dedicated faculty members—for I too love the place.

The following photographs—juxtaposed with some that appeared four years ago—give a glimpse of the closing days of an excellent undergraduate career.





Jim Butler the freshman was shown taking frosh orientation exam (left), as a senior makes a debating point (center), receives award for work on Collegian (below), attends basketball game with then-fiancee Joanne Buck, and accepts academic awards from Brothers' Provincial, Brother James Carey, F.S.C.





Jim received assist as frosh from librarian Brother Warner (below), while senior conducted English seminar for high school students (left), delivered a thoughtful valedictory address at commencement (lower left), and assists Joanne with traditional cake cutting at their June wedding.



Even Grandma Would Have Demurred



Record-holding Gwaltneys: New wrinkle on the horizon?

BEHIND EVERY successful man, there may well be a "good woman," like the book says.

The "self-made" men boil at the suggestion, but the most hardened among them will relent when the feminist slogan is applied to family men attending college.

It takes a good deal more than intelligence and physical stamina—the pri-

mary ingredients—to support a family and earn a college degree.

Above all, the feat requires that this extraordinary student have an extraordinary wife. For, as every scholar knows, the intellectual life is not to be fettered by such household preoccupations as shopping, junior's broken bike, that clogged rain spout, *ad infinitum*. Nor is the paternal vocation to be brooked by

such academic concerns as term papers, final exams or long hours in the library's research department.

It's at this point of inner conflict that his wife becomes crucial to the college student's success or ultimate failure. She must be more than "understanding"—understanding alone will merely permit household duties to accumulate until hubby inevitably collapses under the herculean burden.

What is needed and frequently given is a determination equal to dad's, and a willingness by mom to fulfill the role of both parents for the academic "duration"—four years for day school students, six years if dad's an evening college student.

This dual role can and often does involve mom in chores that even grandmother would have thought unlikely (she may have scrubbed clothes on a washboard, but would have shrank from patching roofs and minor plumbing repairs).

It's not surprising that colleges and universities didn't get around to honoring mother's part in dad's achievement until just after World War Two, since the family-man-turned-student was a new phenomenon on the post-war campus.

La Salle was among the first in the nation to single-out the ladies for special recognition when the College held its first "Ph.T.—Putting Him Through" ceremony in 1955. Many schools have since adopted the annual event.

The ceremony held for the 14th annual time this spring is a carbon copy of the commencement exercise at which dad has his day: Brother Daniel Bernian, F.S.C., La Salle's president who was instrumental in the ceremony's inception when he was dean of students, confers the "degrees" on each wife, who proudly accepts her "diploma."

All this may sound slightly mawkish to every bachelor, but the girls love every moment of it and no husband has yet objected.

The La Salle recipients have ranged from Mrs. Bernard Gwaltney (who holds the Ph.T. record for siblings, 13) in 1962, to this year's honorary awardee, Mrs. William D. McDermott, whose husband must hold the mark for years in school (would you believe 20!).

"Take each semester as it comes, exam by exam, instead of looking at the whole thing and despairing," is how one wife suggests surviving the ordeal.

"I'd do it over again; the only bad thing about it is that it's kind of lonely," said another, bravely.

Perhaps the most characteristic comment, however, is that of a young day-student's better half: "I want whatever he wants, and he wants to get ahead."

Although the number of recipients has understandably declined since the post-Korean years (and ever-younger evening students bode fewer married night students), the idea will no doubt thrive as long as young marriages persist.

One new wrinkle may be on the horizon, however. Will the *husband* of the first female graduate—not far off now that coeds attend the evening division—receive a "Ph.T.—Putting *Her* Through"?



Graduates and guests at the 104th commencement

Sciences Need Goals

A LEADING PSYCHIATRIST has called upon the public and its leaders to provide directions and goals to guide today's scientists.

Dr. Daniel Blain, superintendent of the Philadelphia (Byberry) State Hospital and past president of the American Psychiatric Association, gave his remarks to 800 graduates at the College's 104th annual commencement exercise attended by some 10,000 parents and friends in Convention Hall in June.

Dr. Blain and the Rev. Bernard Haring, C.S.S.R., professor at Yale University, received honorary Doctor of Laws degrees at the ceremonies. Brother Daniel Bernian, F.S.C., Ph.D., La Salle president, conferred the bachelor's degrees upon the graduates and the honorary degrees.

The Rt. Rev. Msgr. Anthony L. Ostheimer, Ph.D., pastor of Holy Child Church, delivered the sermon at the Baccalaureate Mass held in McCarthy Stadium on the campus, and was presiding officer at the commencement.

Twenty-eight graduates received U.S.

Army Commissions at swearing-in ceremonies conducted by Col. Stephen Silvasy, professor of military science at La Salle, during the commencement. Two U.S. Marine Corps commissions were also given.

Dr. Blain cited the "explosion of knowledge" and the "population explosion" as key problems facing mankind today.

"We (psychiatrists) have concluded" he said, "that as an organized science and profession we have a responsibility and some interest in skills that can be applied as we join other like-minded people in trying to solve these problems. It is my thesis that all of us here today have a similar responsibility and much to contribute.

"It is hard to see how the patterns of society, in peace and war, getting and spending, health and adjustments, can change without fundamental changes in the nature of man," Dr. Blain asserted. "As yet there appears little hint as to even the directions we should go. The medical and social sciences need the help of all other disciplines and leaders in society to solve these problems.

—continued

"There is no single way," he continued. "Our responsible leaders—and I would broaden the base from the U.S. Chief Executive to our elected members of Congress, our Governor and state legislature, City Council and others—must do what the humblest individual citizen must do . . . that is, examine our position, our goals, our resources, our responsibilities, our opportunities, our fundamental desires, in the cold light of day, and I mean in the realistic atmosphere of objective, unbiased information, as well as with the enthusiasm of romantic idealism."

"In our reappraisals," he added, "we must have the fortitude, courage, good judgement, and political independence to change our direction, our speed, our goals and even reverse ourselves when careful considerations of all these things demand that we do so."

Msgr. Ostheimer called for a "re-emphasis on personal responsibility" and decried those who "would claim freedom for themselves but deny it to others."

"In our day," he stated, "when more and more we move toward a depersonalized society, when individuals are submerged in the 'in' group, when more and more emphasis is being placed upon group action and interaction, there is need for a re-emphasis on personal responsibility."

"Despite all the talk of freedom of thought and independence of action," Msgr. Ostheimer continued, "are we not in a strait-jacketed generation? The clothes we wear, the shows we see, the books we read, the company we keep, the way we think, and act, and live—are we not forever following the crowd?"

"And even those who believe themselves to be rebels, and independent, are they not following their own leaders?" he asked. "Ours is a so-called 'new generation'—carefree, disrespectful, so often irresponsible, so boastfully independent, and yet so craven in imitation."

"So many today would claim freedom for themselves but deny it to others," Msgr. Ostheimer concluded. "They criticize most cruelly, but resent the least criticism of themselves. We have the would-be intellectual, proud and arrogant, forgetful of the fact that humility and respect for truth are basic ingredients of sound scholarship. Self confidence is one thing; intellectual pride, another. Learning is not necessarily wisdom. All too many have not learned to associate responsibility with freedom, and this becomes a root source of so many problems facing the Church today in this time after Vatican II."



Degree recipients Father Gorman (left) and President Smith

Protest Charitably

THE PRESIDENT of Swarthmore College decried "civil disobedience being used indiscriminately to promote almost any cause" during his address to a La Salle audience.

Dr. Courtney C. Smith, president of Swarthmore, gave his remarks to some 400 honor students, faculty and parents during the annual Founder's Day honors convocation in May.

Dr. Smith and the Rev. Charles F. Gorman, pastor of St. Francis of Assisi Church, Springfield, and first full-time chaplain of La Salle (1948-52), received honorary Doctor of Law degrees conferred by Brother Daniel Bernian, F.S.C., Ph.D., president. Some 35 student prizes for academic excellence were also given at the convocation.

Three awards for "distinguished teaching" to day faculty members, made possible by a \$1500 grant by the Christian R. and Mary F. Lindback Foundation, and an evening faculty award were given at the traditional Founder's Day Dinner.

Recipients of the 1967 Lindback Awards, which included a \$750 stipend

were Ugo Donini, professor of history; Joseph P. Cairo, assistant professor of economics, and Brother Gregory Paul, F.S.C., Ph.D., professor of chemistry and a former president of La Salle (1945-52). Brother Paul, as a member of the Christian Brothers, received a medal in lieu of a cash award.

Gerald A. Tremblay, an English professor in La Salle's evening college and chairman of La Salle High School's English department, received the evening school's "distinguished teaching" award, presented by Brother Emery Mollenhauer, F.S.C., Ph.D., evening division dean.

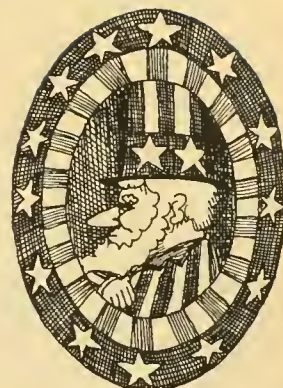
"With the matter of protest, I agree," Dr. Smith said, "but often its techniques carry pressure or force not very different from violence . . . such as efforts to break-up speaking engagements at places like Harvard, Berkeley, Dartmouth and Howard, to name a few. I'm not talking about student riots over food or panty-raids or row-bottoms."

"Today," he continued, "civil disobedience is being used to promote almost any cause. The key word in these protests is 'demand'—this says, in effect, that only one idea or point of view is acceptable."

—continued on page 29

*America's colleges and universities,
recipients of billions in Federal funds,
have a new relationship:*

Life with Uncle



W

HAT WOULD HAPPEN if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

- ▶ The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over \$300 million.
- ▶ Colleges and universities would lose some \$2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.
- ▶ The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.
- ▶ The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.
- ▶ Planned or partially constructed college and university buildings, costing roughly \$2.5 billion, would be delayed or abandoned altogether.
- ▶ Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-

A partnership of brains, money, and mutual need

eral institutional support which they have been receiving since the nineteenth century.

► Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

THE FEDERAL GOVERNMENT is now the "Big Spender" in the academic world. Last year, Washington spent more money on the nation's campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education's annual expenditure in higher education of \$1.2 billion far exceeded all gifts from private foundations and alumni. The \$5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education's total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution's blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators', and his research technicians'), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can

request funds to help construct buildings and grants to strengthen or initiate research programs.)

The other half of the Federal government's expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and—recently, in modest amounts—for the general strengthening of the institution.

There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

CLEARLY our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. "It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics," says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in this

Every institution, however small or remote, feels the effects of the Federal role in higher education.



sense—yet look how they've flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: "American higher education is more and not less free and strong because of Federal funds." Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government's essential activities. All evidence indicates that such is the public's will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

The increased Federal interest and support reflect

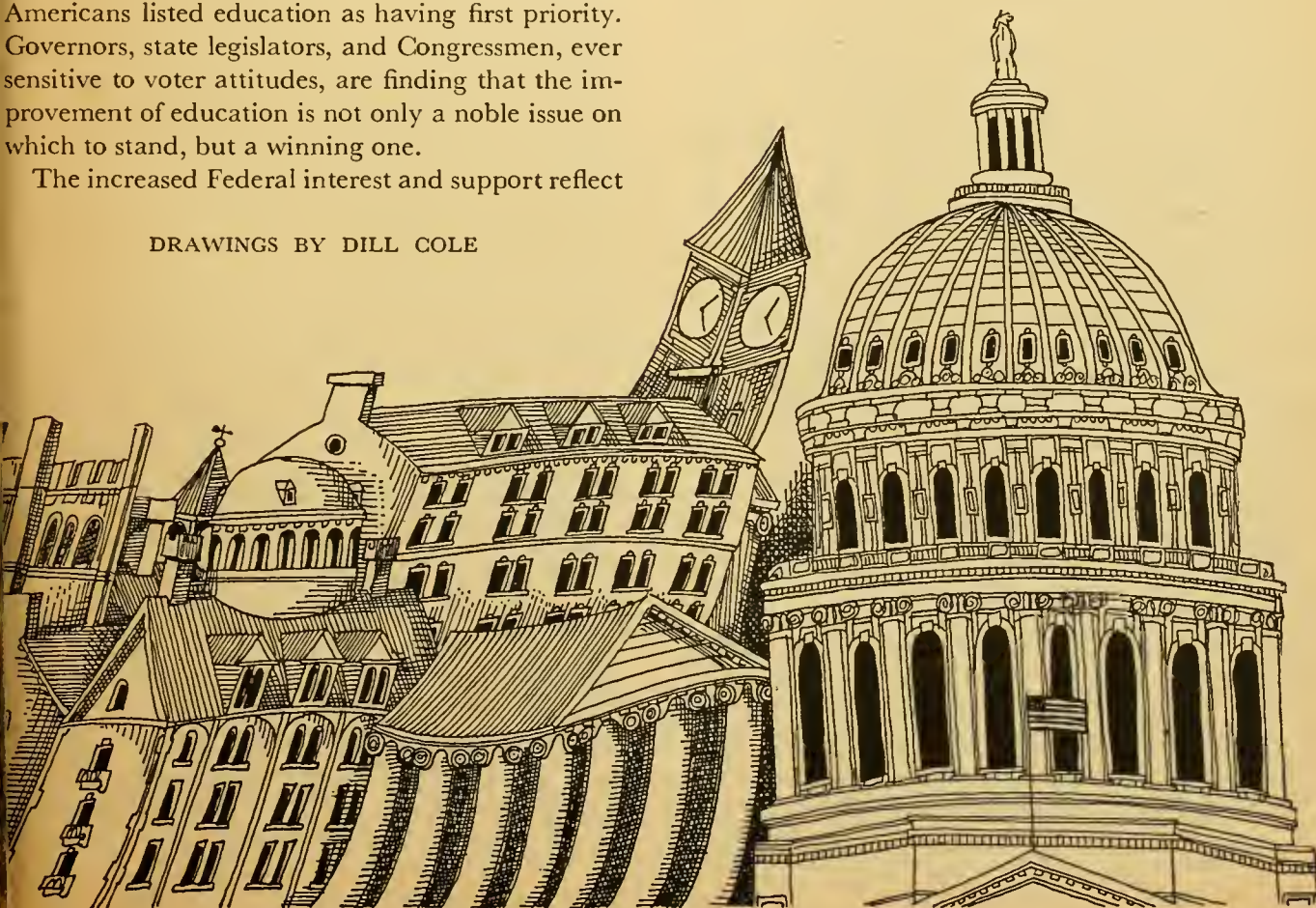
another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in "almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States."

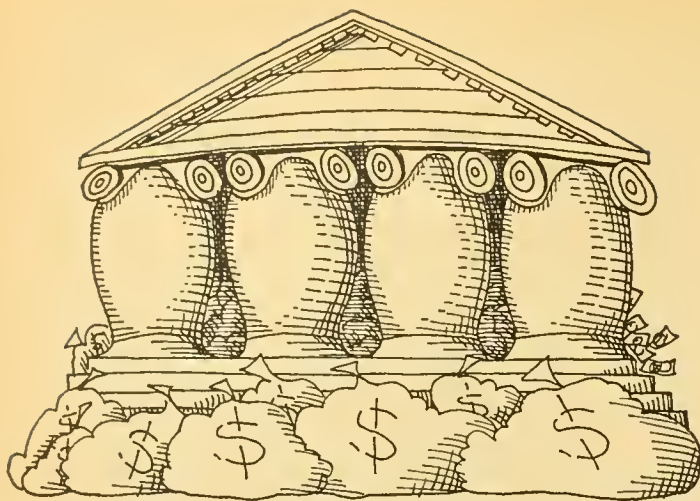
Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. "Our history attests to the vital role which colleges and universities have played in assuring the nation's security and progress, and our present circumstances magnify rather than diminish the role," he says. "Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential."

T

HE PARTNERSHIP indeed exists. As a report of the American Society of Biological Chemists has said, "the condition of mutual dependence be-

DRAWINGS BY DILL COLE





tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time.”

Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country’s progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation’s growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other “only the brains.”

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this

The haves and have-nots

concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

‡ To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public’s money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

‡ In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this “spread the wealth” movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated \$18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.

RECENT STUDENT DEMONSTRATIONS have dramatized another problem to which the partnership between the government and the campus has contributed: the relative emphasis that is placed

compete for limited funds

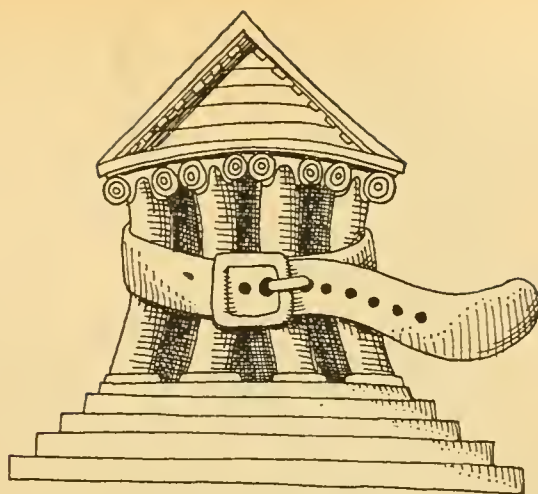
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than \$300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the pre-war days "a horse-and-buggy period." In 1930, colleges and universities spent less than \$20 million on scientific research, and that came largely from pri-



vate foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.

Some three decades and \$125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

THE FACT that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.

The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a \$3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave \$2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for \$1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a \$4 million science building—so we gave *it* the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid—those of the humanities and those of the sciences. For \$2 million of private money, I could either build a \$3 million humanities building *or* I could build a \$4 million science building, get \$1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that

The affluence of research

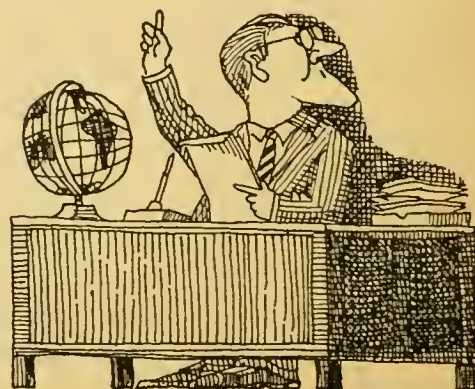
the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

EFFORTS TO COPE with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

The Bureau of the Budget, for example, has had to



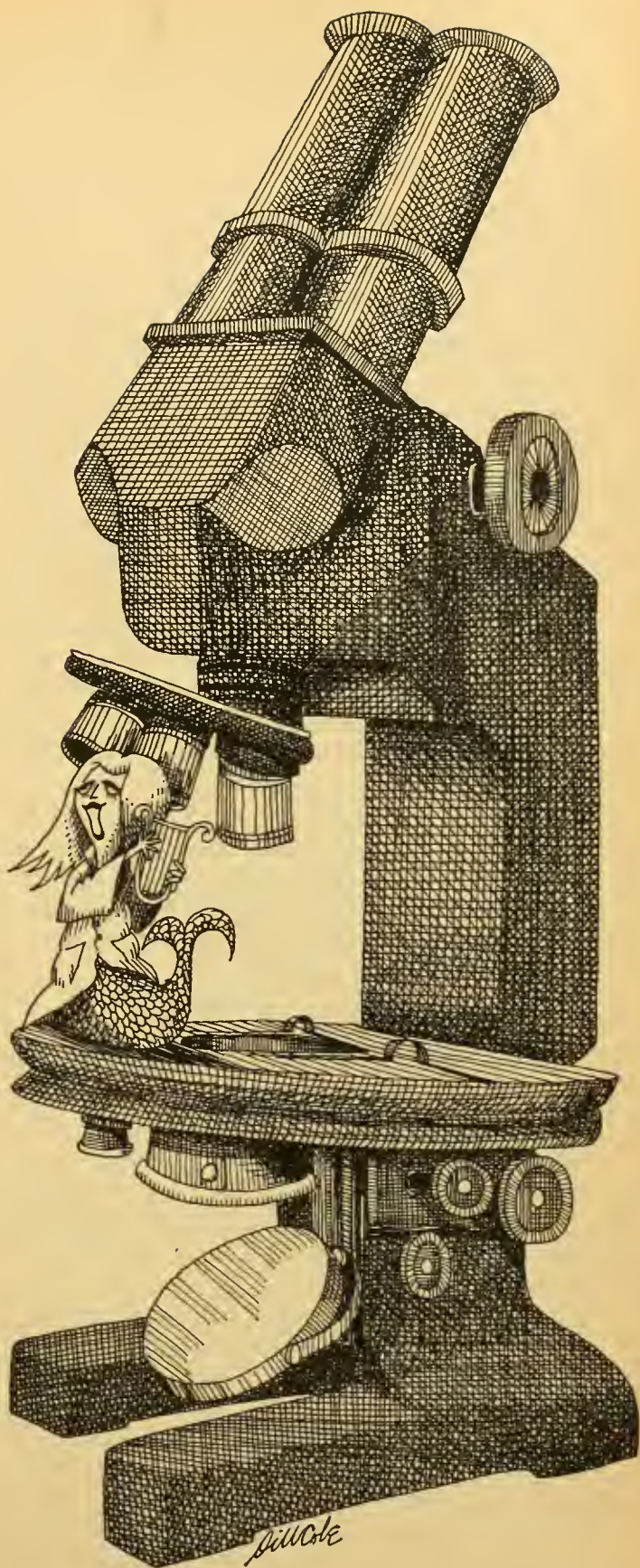
siren song to teachers

wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowling the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.

THE LACK of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.



Fund-raisers prowl the Washington maze

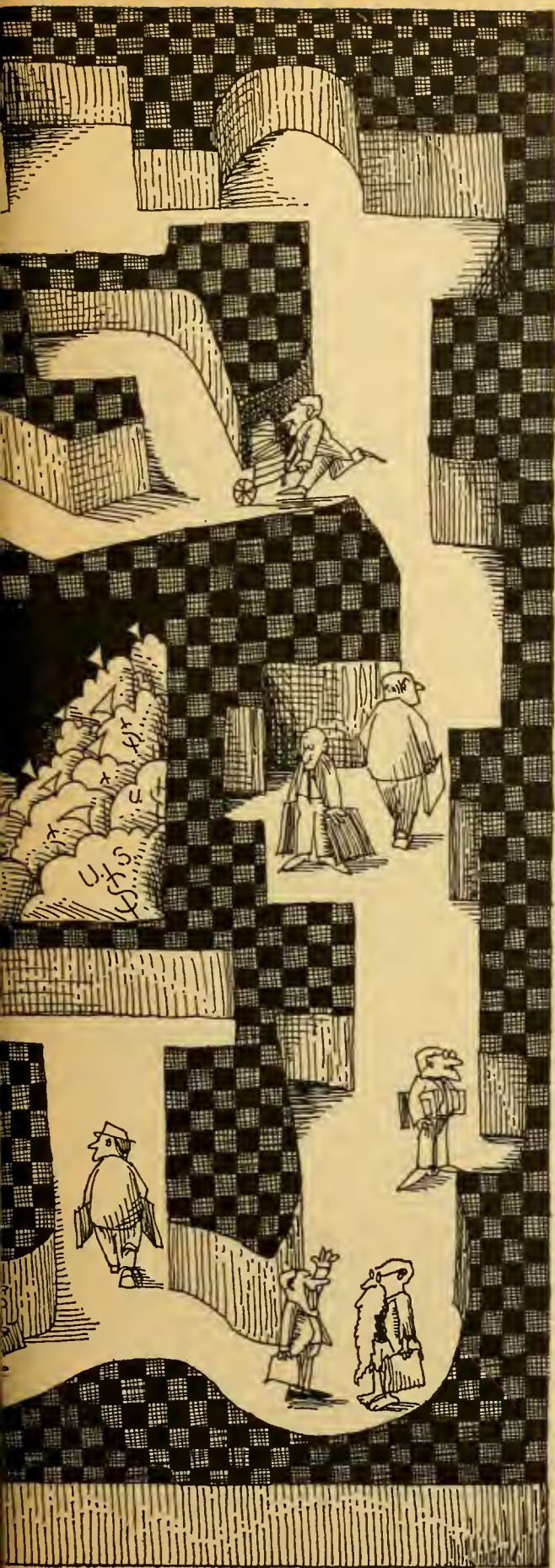
President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the





past few years, the confrontation probably would have wrecked the system."

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

FEDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the "means of education shall forever be encouraged." But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world's greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation's colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago's Argonne Laboratory and California's laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than \$200 million a year for all research and development. By 1950, the Federal "r & d" expenditure totaled \$1 billion.

The Soviet Union's launching of Sputnik jolted



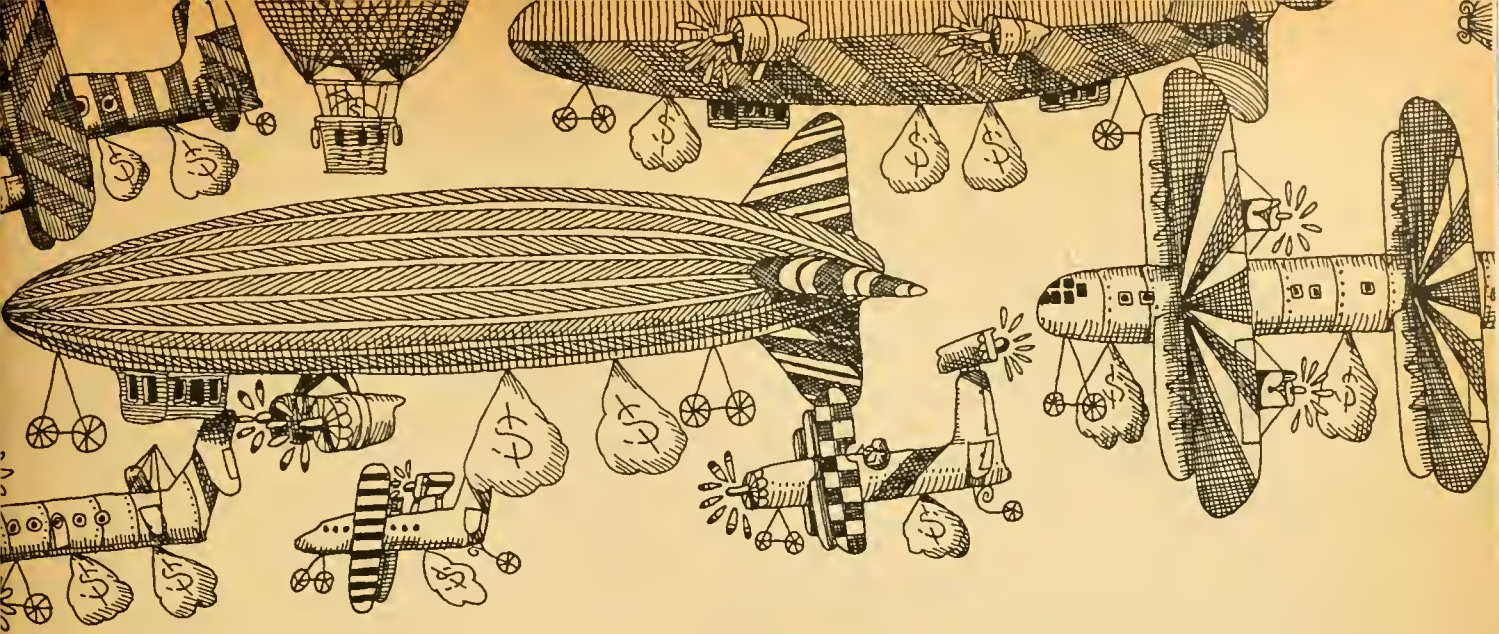
Even those campuses which traditionally stand apart from government find it hard to resist Federal aid.

the nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to \$5.8 billion. Of this, \$400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent \$19 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education itself is as much in the national interest as support which is based on the colleges' contributions to something as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said: "We pledge ourselves to seek a system of higher edu-



cation where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent." Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

- ▶ \$1.5 billion in matching funds for new construction on the nation's campuses.
 - ▶ \$151 million for local communities for the building of junior colleges.
 - ▶ \$432 million for new medical and dental schools and for aid to their students.
 - ▶ The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.
 - ▶ Grants to strengthen college and university libraries.
 - ▶ Significant amounts of Federal money for "promising institutions," in an effort to lift the entire system of higher education.
 - ▶ The first significant support of the humanities.
- In addition, dozens of "Great Society" bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the

Federal government and higher education has entered a new phase. The question of the Federal government's total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

THE MAJOR PITFALL, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government's responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution's Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation.

So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, "Congress shall make no law respecting an establishment of religion. . . ."

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

A new phase in government-campus relationships

Is higher education losing control of its destiny?

leges are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a \$612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: "Those who say we're going to become second-rate schools unless we take Federal funds see clearly. I'm beginning to see it so clearly it's almost a nightmarish thing. I've moved toward Federal aid reluctantly; I don't like it."

Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: "The basic issue for us is survival."

RECENT FEDERAL PROGRAMS have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state alloca-

tions to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the "Federal grant university," and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.



"Many institutions not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."—JOHN GARDNER

Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority. . . ."

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

IN TYPICALLY PRAGMATIC FASHION, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: ". . . A university is now regarded as a symbol for our age, the crucible in which—by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance." The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned

about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

THE GREATEST OBSTACLE to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

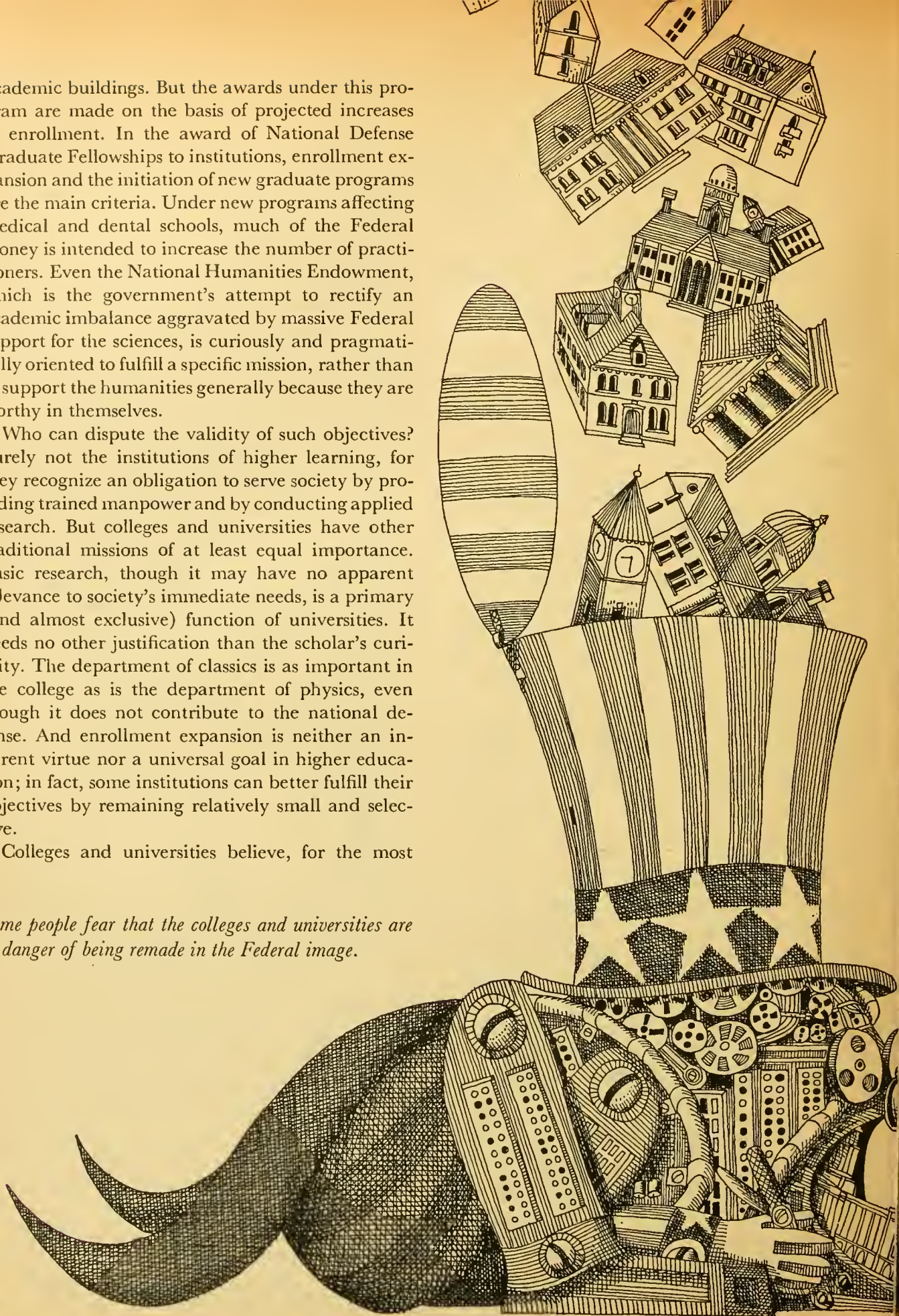
The Higher Education Facilities Act, for instance, provides matching funds for the construction of

academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most

Some people fear that the colleges and universities are in danger of being remade in the Federal image.



When basic objectives differ, whose will prevail?

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in univer-

sities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

HOWEVER DISTASTEFUL the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the \$2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-



porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before; just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

THE TAXPAYING PUBLIC, and particularly alumni and alumnae, will play a crucial role in the

evolution of the partnership. The degree of their understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

Naturally, in a report of such length and scope, not all statements necessarily reflect the views of all the persons involved, or of their institutions. Copyright © 1967 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without the express permission of the editors. Printed in U.S.A.

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Carnegie Institute of Technology

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The University of Oklahoma

GEORGE H. COLTON
Dartmouth College

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Stanford University

MARALYN O. GILLESPIE
Swarthmore College

CHARLES M. HELMKEN
American Alumni Council

GEORGE C. KELLER
Columbia University

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Massachusetts Institute of Technology

KEN METZLER
The University of Oregon

RUSSELL OLIN
The University of Colorado

JOHN W. PATON
Wesleyan University

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The University of Pennsylvania

STANLEY SAPLIN
New York University

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The University of California

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Brown University

*

CORBIN GWALTNEY
Executive Editor

JOHN A. CROWL
Associate Editor

WILLIAM A. MILLER, JR.
Managing Editor

—continued from page 12

"It is tragic," Dr. Smith asserted, "that this point of view has found a home in our colleges and universities. The new protest says that the idea is not enough, force is necessary. This is alien to the idea of academic life."

"Visual and physical protest, while having a constitutional basis in public life, is anti-thetical to the nature and function of an academic community," he added. "Reason must be our approach to every major problem. Our decisions must be informed. One cannot forget about the *manner* of protest, even when the matter is good."

"Our protests must also be compassionate and charitable," Dr. Smith said, "not just for the underprivileged, but the more difficult kind—for those who appear to be the obstacles to our aims."

"Colleges must have a commitment to the rational process and orderly behavior," he concluded. "We must defend and strengthen the right to dissent, but the means should not be force or violence but reasonable and rational expression . . . intelligence governed by conscience informed by intellect."

Court Coach Named

JAMES F. (JIM) HARDING, who has led every high school and college team he has handled to its greatest record in history, was named head basketball coach at La Salle this spring. He was signed to a four year contract.

The 38-year-old University of Iowa graduate replaces Joe Heyer, who resigned after serving as head coach for two years.

Harding's collegiate head coaching record includes one year at Loyola University (New Orleans) and three years as coach and athletic director at Gannon College in Erie, Pa.

His Loyola team finished with a 16-9 record in 1957-58. That team finished third in the Sugar Bowl Tourney and lost to Oklahoma State in the first round of the NCAA Tournament.

At Gannon, Harding's three year record (1963-66) was 57-12 including consecutive 20-3 seasons his last two years. His 1964-65 team ranked sixth among the nation's small colleges. He was chosen "Coach of the Year" in Pennsylvania colleges the following season, as Gannon finished seventh nationally. Two of his Gannon teams finished in the nation's top ten, defensively.

Harding resigned from Gannon in 1966 to accept an executive business position in Milwaukee. He remained active in basketball this past season, however, as a scout, clinic speaker and television commentator.

New Lot Acquired

LA SALLE COLLEGE has acquired a 3.4 acre property near the college's 20th and Olney ave. campus.

The land adjacent to the historic Belfield Estate was acquired in May for \$175,000 from the estate of the late Sarah Logan Wister Starr.

The property is the largest acquired by La Salle since 1957, when the College purchased the six-acre tract that lies between Olney ave. and the land acquired this spring.

"La Salle plans to use the property to carry out its campus development plans, which will involve a \$25 million expansion program over the next 15 years," said Brother Daniel Bernian, F.S.C., president. Details of the campus master plan are expected to be ready late this year, he added.

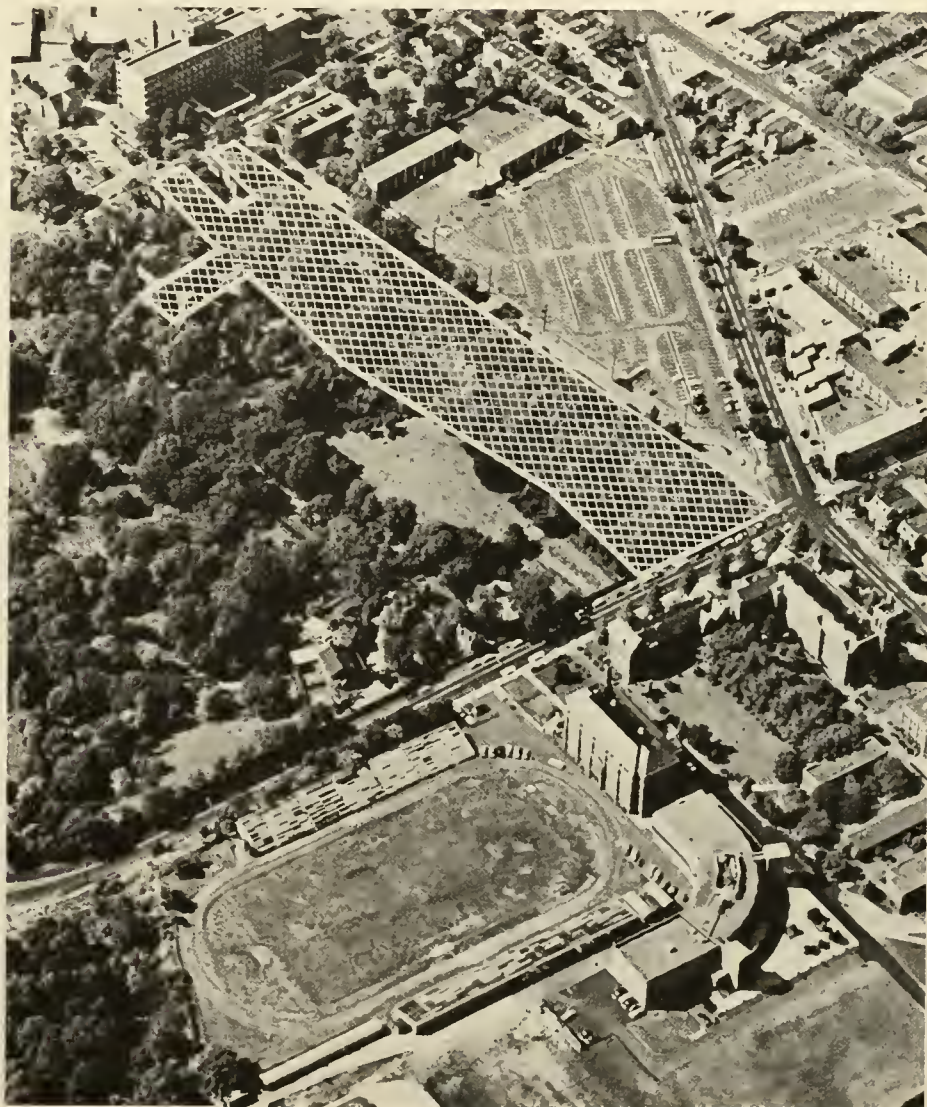
The 148,000 square feet of land is bordered on the west by Wister st., on the east by 20th st., and by Cottage Lane

(intersecting with Olney ave. at 20th st.) on the north.

On the property's southern extremity lies the Belfield Estate, which has been designated an historic site and is rich in U.S. colonial history. It is now the home of Dr. and Mrs. Daniel Blain. Mrs. Blain is a daughter of the late Mrs. Starr.

The U.S. Department of the Interior named Belfield an historic landmark in 1966. Charles Willson Peale, the distinguished American painter, made his home on the estate from 1810-1826. Mrs. Blain's great-great-grandfather purchased the tract from Peale in 1826. The total area, which lies between La Salle and Germantown Hospital, consists of 14 acres—much of it gardens, boxwood hedges and an orangery planned and planted by Peale.

"In its plans for the area," Brother Daniel stated, "La Salle will give full consideration to the attractiveness of the adjacent historic site."



New property (shaded area) acquired by College



Brother Martin Stark, F.S.C.

Bro. Martin New V. P.

BROTHER MARTIN STARK, F.S.C., has been appointed vice president for student affairs at La Salle.

He succeeds Brother Gavin Paul, F.S.C., who will pursue post-doctoral studies at Fordham University in New York. Brother Paul had held the post since it was created in 1960. Brother Francis McCormick, F.S.C., succeeds Brother Martin as Financial Aid Director.

Brother Martin, a native of Cumberland, Md., has served as the College's Financial Aid Director since joining the La Salle staff in 1965.

A graduate of La Salle College (1940) and Villanova University, where he received a master's degree in 1943, Brother Martin became a member of the Christian Brothers—the teaching order which conducts the College—in 1932. He has also pursued advanced studies in school administration at Boston College and the Catholic University.

Urban Center Launched

LA SALLE has established an Urban Studies and Community Service Center, which will seek to "aid the surrounding community in developing proposals for self-help."

The center will also aim to "focus the development of the other educational, health, religious and welfare institutions in the area," according to John McNelis, executive director of the new center.

The center has as its principal areas of interest the East Germantown, Oak Lane, West Olney and Logan sections bordering the college campus.

A series of community workshops was among the first projects initiated by the center. The workshops were held each Saturday through June 10 on the campus.

The center is conducting a special program for underprivileged children this summer at the Stenton Child Care Center, Tulpehocken st. near Stenton ave.

Sponsored by a \$30,939 federal grant, administered by the Philadelphia Public School District and Philadelphia's Department of Public Welfare, the 10-week program began June 26.

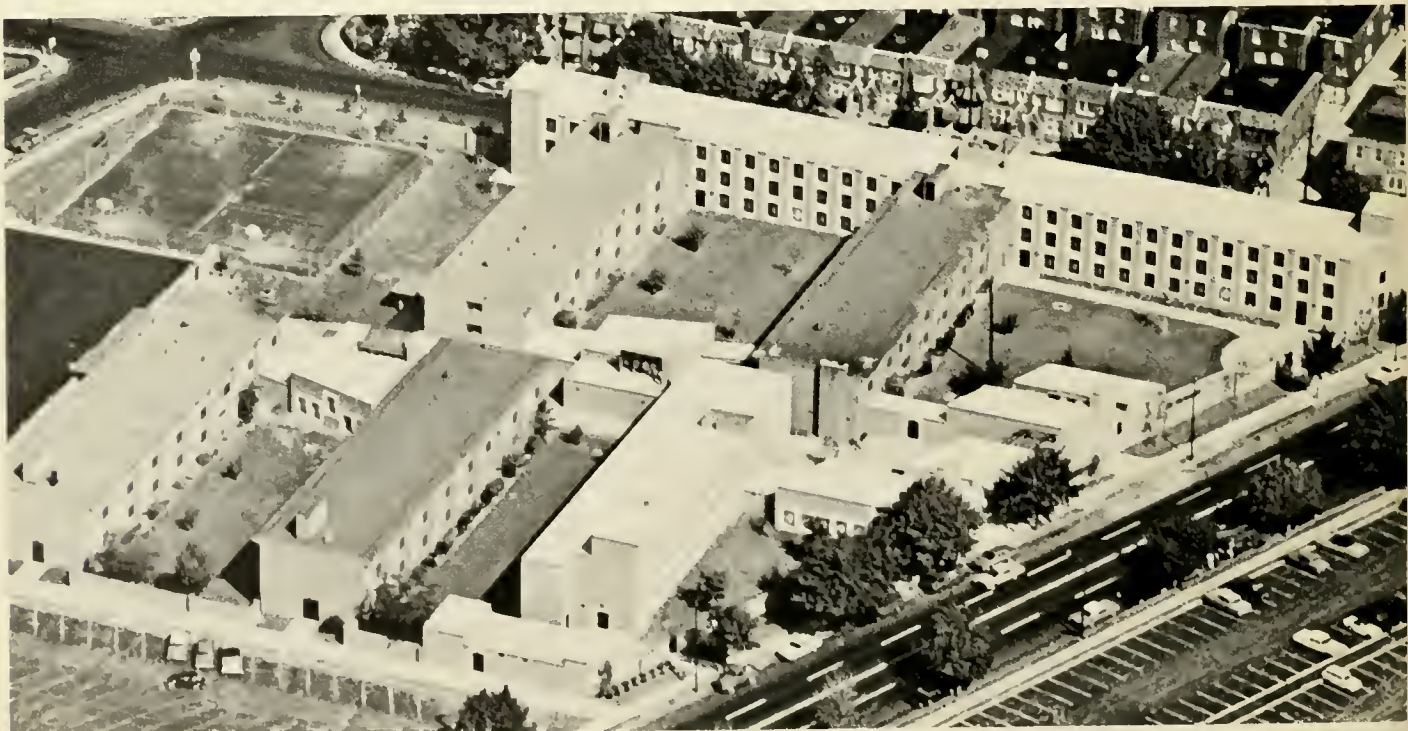
The project, entitled "Stenton Explorations," is one of eight special programs being sponsored by the school district throughout the city this summer.

Three other La Salle professors—Dr. Thomas M. Coffee, chairman of the sociology department, and Richard T. Geruson and John J. Dall, assistant professors of economics—planned the subject matter of the program.

Sixteen college students serve as tutors in three major areas of instruction. "Cultural Enrichment," "Arts and Crafts," and "Languages." Three La Salle professors—Dr. Leo D. Rudnytsky, associate professor of history, Dr. Bernhardt B. Blumenthal, assistant professor of German, and Peter Frank, English instructor, supervise the programs.

Ten of the students are La Salle undergraduates, five are students at Immaculata College, and another is from Clark College in Atlanta, Ga.

"One of the purposes of this program," McNelis said, "is to provide attention for these children by young adults. This attention is imperative if they are to have the proper motivation and attitude toward education and an understanding of themselves and what is going on around them. It will also give La Salle an opportunity to learn how it can better serve the community."



Aerial view of three new dormitories completing residence complex begun in 1952.



Managing Director Dan Rodden, '41, confers with Music Theatre '67 staff (clockwise) Dennis Cunningham, '58, Anthony Mecoli, Sidney MacLeod, and Jean Williams on a new season, which concludes with "The Music Man" Aug. 4 through Sept. 3.

H. E. W. Library Grant

LA SALLE's library has received a \$25,494 grant from the U.S. Department of Health, Education and Welfare, it was announced by Brother Thomas Warner, F.S.C., director of the library.

The grant, awarded under the Higher Education Act of 1965, is one of more than 4,000 totaling some \$24 million given this summer to college and university libraries across the nation.

Brother Warner said the grant will enable the College to purchase some 3,000 new volumes, based upon an average cost today of approximately \$8 per book.

"Basically, La Salle's grant will be used to strengthen our reference and periodicals collections," Brother Warner added.

Fr. Wrigley To India

THE REV. JOHN E. WRIGLEY, Ph.D., chairman of the history department at La Salle, this June departed on a State Department educational exchange program in India.

Father Wrigley, who is among some 50 educators taking part in the program, will spend eight weeks in India. Enroute home, he will also visit the Soviet Union for 10 days.

The basic purpose of the program, which is sponsored jointly by the State Department and the U.S. Educational Association, is to "increase mutual understanding between peoples of the U.S. and India through the exchange of students, teachers, lecturers, and research scholars."

Father Wrigley and other scholars will visit several cities in India, while studying the land and people, social problems and institutions, education, modernization and industrialization, democratic processes, and the arts.

New Dean Named

BROTHER CHARLES GRESH, F.S.C., instructor in English at the College, has been appointed dean of men.

He succeeds Brother G. John Owens, F.S.C., who held the post since 1963. Brother Owens retains the position of director of rostering, a post he held consecutively while dean.

Brother Gresh became a member of the Christian Brothers in 1951. He earned master's degrees in English from La Salle (1955) and the University of Pittsburgh (1962), respectively. He also holds a master's degree in theology from La Salle (1955).

MOVING?

If your mailing address will change in the next 2-3 months, or if this issue is addressed to your son and he no longer maintains his permanent address at your home, please help us keep our mailing addresses up-to-date by:

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CLASS NOTES

'01

CHARLES W. NAULTY, M.D., died in Perth Amboy, N. J., in March. He had been honored earlier this year by the Alumni Medical Society as its oldest living member.

'26

FRANCIS J. BRACELAND, M.D., distinguished psychiatrist of the Institute of Living, Hartford, Conn., has received yet another honor. He was given the 1967 Jefferson Medical College Alumni Achievement Award this spring. The past-president of the American Psychiatric Association has received an honorary degree from La Salle, the college's Centennial Medal, the Alumni Association's Signum Fidei Medal and the University of Notre Dame's Lactare Medal.

'28

ANGELO D. GUGLIEMELLI, M.D., was honored recently by the private duty nurses in the Trenton, N. J., area at their seventh annual awards dinner. Dr. Gugliemelli is chief surgeon at Hamilton Hospital there.

'36

THOMAS P. CALLAN, lab head at the Philadelphia plant of Rohm and Haas Company, has been certified as a quality engineer by the American Society of Quality Control. JOSEPH A. MCTEAR, Esq. died in April.

'43



WILLIAM J. MAGARITY

WILLIAM J. MAGARITY was elected president of Volkswagen Atlantic, Inc., the Volkswagen distributor for Pa. and Del.

'44

JOHN P. CASSERLY has been appointed assistant administrator for quality control—systems and procedures at Temple University's Hospital Health Science Center.

'47



DOMINIC PASCUCCI

DOMINIC PASCUCCI has been appointed busi-

ness manager of St. Joseph's College. He had been Bursar there since 1960. JACOB FISHER has joined the school department of the Macmillan Company as supervising science editor.



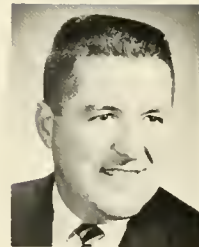
JOHN T. CONNORS

JOHN T. CONNORS, an instructor in the sociology department, has been named coach of the College golf team. JOSEPH D. MCGEARY, former deputy surgeon, 8th Air Force Headquarters, Westover AFB, Mass., has been named commander of the 814th medical group at Andrews AFB, Md.

'49

ANDREW COREA has been appointed City Purchasing Agent in Camden, N. J. by Mayor Alfred R. Pierce. He resigned from the Camden City Council to accept the position. WILLIAM A. DONDERO has been appointed director of industrial relations at the Pomona, N. J. plant of the Lenox China Co. WILLIAM F. X. COFFEY, M.D., has been elected president of the Catholic Philopatrian Literary Institute. JAMES M. GALLAGHER, vice principal and athletic director at Central Bucks (Pa.) High School, was appointed principal of the new Central Bucks High School-East to be constructed in Buckingham Township.

'48



WILLIAM A. DONDERO



WILLIAM F. X. COFFEY, M.D.

'50

WILLIAM J. BROPHY has been named director of the department of police in New Castle Co., Del. JOSEPH R. McDONALD recently addressed the Notre Dame of Bethlehem (Pa.) Women's Club on "The Role of the Catholic Layman". THOMAS J. SHUSTED, Esq., a member of the Camden County, N. J., board of freeholders was guest speaker at the Knights of Columbus, Lindenwold Annual Communion Breakfast.

'51



L. THOMAS REIFSTECK

L. THOMAS REIFSTECK, director of career planning and placement at the College, has been elected vice president of college relations for the Middle Atlantic Placement Association. SAMUEL M. WINNEMORE has been appointed sales engineer of the TRW Electronic Components, Camden, N. J.



The annual joint reunions of classes; class of '17 in foreground

Kane Elected Alumni President



New officers (from left) Kane, White and Dienna.

Daniel H. Kane, '49, was elected president of the Alumni Association in the spring balloting.

Kane, who lives in suburban Drexel Hill, with his wife Anne and two of their three children (their oldest son is in the Air Force), is principal of the Stephen A. Douglas School in Philadelphia. The founding secretary of the Suburban West Alumni Chapter, he holds a M.Ed. degree from Temple University. He has served on the Alumni Admissions and the leadership conference committees and was chairman of the last year's Signum Fidei committee.

Elected with Kane were incumbent vice president Harry J. White, '54, and incumbent treasurer, Nicholas P. Dienna, '56.

Kane's early appointments include James J. Kenyon as general chairman of Homecoming Week-End, Raymond P. Loftus, chairman of the Stag Reunion, J. Russell Cullen, Jr., chairman of the Homecoming Dinner-Dance, and H. Peter Gillingham, chairman of Signum Fidei selection committee.



FRANCIS E. SENN, M.D.

GERALD B. BALDINO has opened a new real estate office in Clifton Hgts., Pa. CHARLES L. DURHAM is a candidate for city council in the Third Philadelphia District. RICHARD V. EMERSON is director of the Adams County, Pa., community action agency. MARTIN J. MULHOLLAND was promoted to financial accounting manager at Eaton Yale & Towne's Materials handling division. FRANCIS E. SENN, M.D., has been named chief of neurosurgery at the Bethesda (Md.) Naval Hospital. He was previously head of the neurosurgical division at the Portsmouth (Va.) Naval Hospital.

'53

JOHN T. GREED recently received his Ph.D. from Fordham University. JOHN J. MICHEL was recently honored by Gulf Oil Co. for

'52

30 year's service. He is a chemist in the product service division of Gulf research & development. EARL M. NICHOLSON has been named administrative assistant at Rancocas Valley, N. J. Hospital. ROBERT V. QUINDLEN has been appointed to the newly created position of assistant vice president—operations of Triangle Conduit & Cable Co., Inc. JOHN J. SHEEHAN has been elected president of National Computer Analysts, Inc.



ROBERT V. QUINDLEN

J. ZACARRIA was promoted to coordinator of social studies at Bok Technical High School in Philadelphia. *Birth:* ROBERT SCHAEFER and wife, Celeste, a son, Robert, Jr.

'55

Navy LCDR. JOHN CONNOLLY, M.D., was pictured in the May 2 issue of LOOK magazine in a picture-story highlighting the prompt medical attention given to men wounded in Viet Nam (see "Vignettes"). During a recent visit home he appeared on "Contact", a Philadelphia Channel 3 interview program. JOSEPH P. KELLY has been recently appointed to the position of sales manager of the New York area for Task Force, a division of The Statistical Tabulating Corporation. JOSEPH H. RODRIGUEZ, Esq., was honored recently at a testimonial dinner in Cherry Hill, N. J.

'54

JOSEPH D. FINN was elected to the board of directors of the Pennsylvania Credit Union League. RUSSELL Y. CRAWCYUK has been appointed to the staff of Philadelphia Congressman Joshua Eilberg. ALFRED J. PIERCE, Jr., was elected a vice-president of G. and W. H. Corson, Inc., Plymouth Meeting. Pierce was promoted from the position of comptroller, which he held since 1964. JOHN



JOSEPH P. KELLY



Closs of '62 reunion co-chairmen (standing) John P. Lavin (left) and Thomas J. Lynch chat with class moderator Professor Charles A. J. Halpin and Brother Daniel Bernian, F.S.C., president.



JOSEPH D.
GIOVANETTI



JOSEPH P.
O'GRADY

WILLIAM J. BOGLE was appointed vice president of the Pepsi Cola Bottling Co. of Pennsauken, N. J. He is in charge of vending operations. JOSEPH I. DONOHUE received his Ph.D. in French from Princeton University. He is currently teaching at Michigan State University. JOSEPH D. GIOVANETTI was elected assistant treasurer of the First Pennsylvania Banking and Trust Co. He is assistant manager of the bank's office at Fifth and Bainbridge Streets in Philadelphia. MARTIN GLICKMAN was appointed operations manager of the West Point (Pa.) plant of the Trailmobile Corp. THOMAS J. KELLY has been promoted to sales manager of Penco Products, Inc. of Oaks, Pa. JOSEPH N. MALONE, director of employee services at the Philadelphia Naval Shipyard, was elected president of the Philadelphia Chapter, National Association of Suggestion Systems. JOHN R. POMPA, a Major in the U.S. Army, received the Army commendation medal in Nha Trang, Viet Nam. JOSEPH P. O'GRADY, Ph.D., associate professor of history at the College, has been elected executive secretary of the new historical society, The Society for Historians of American Foreign Relations. PAUL SCHNEIDER, M.D., and FRANCIS H. STERLING, M.D., were certified diplomates

'56

by the American Board of Internal Medicine. Sterling has been appointed an associate in medicine at the University of Pennsylvania. *Birth:* VENARD A. HAUBERT and wife, a son, Paul.

'57

JOHN J. ADAIR was promoted to senior data processing officer at the First Pennsylvania Banking and Trust Co. VICTOR D. JOHANSSON was promoted to assistant vice president of the First Pennsylvania Banking and Trust Co. and appointed manager of the bank's Harbison Avenue office. ROBERT ROMANO was named assistant business administrator for the Centennial School district in Bucks County, Pa. ARTHUR W. SIMMONS has received a grant from the National Science Foundation for graduate studies in biological and earth sciences at Southern Oregon College, Ashland, Ore. JOHN A. SMITH, assistant professor of psychology at the College has been named head coach of the soccer team. Army Major ANTHONY C. SPODOBALSKI is serving with the Fifth Transportation Command in Viet Nam. *Births:* PATRICK BANNIGAN and wife, Barbara, their third child and first son, Christopher. JOSEPH MAHON and wife Barbara, their sixth child, Nancy Cecelia.



VICTOR D.
JOHANSSON



JOHN A.
SMITH

'58

DAVID M. BESSELMAN, M.D., has associated with Dr. Richard Allen in a pediatrics practice in Harrisburg, Pa. DONALD M. PETERSON has been appointed a vice president for the Benefit Trust Life Insurance Company in Chicago, Ill. *Marriage:* EDWARD C. CASSIDY to Rosella Cafaro. *Birth:* JAMES J. McDONALD and wife, Barbara, their second daughter, Barbara Marie.



DONALD M. PETERSON

'59

JOHN F. HOBBS has joined the Gresh and Kramer Advertising Agency, Philadelphia, as an account executive. JOHN C. NOONAN has been appointed promotion representative of TV Guide Magazine's New York metropolitan edition. FELIX PILLA has been appointed to the staff of Robert W. Murphy, director of hospital planning for the Catholic Medical Center of Brooklyn and Queens, N.Y. ROBERT ROWLAND has been appointed an associate professor of classics at the University of Missouri. *Marriage:* ALBERT E. HOENIG to Joyce Ann Smith. *Birth:* JOSEPH P. BRAIG, Esq. and wife Charmaine, a daughter, Jennifer.

'60



WILLIAM J. KAUFFMAN

Capt. JOHN J. BANNON, Jr., a legal officer at McConnell AFB, Kansas, has been selected the Tactical Air Command's "Outstanding Young Judge Advocate for 1966." Capt. GERALD J. HONE has been assigned as commanding officer of Battery B, First Missile Battalion, 4th Artillery, Sanborn, N.Y. WILLIAM J. KAUFFMAN has been promoted to cost accountant at Rohm and Haas Co.'s Philadelphia plant. EUGENE A. KING was recently elected to a one-year term as first vice president of the Junior Chamber of Commerce of Philadelphia. THOMAS MAD-ELL, English teacher at Plymouth-Whitemarsh Senior High School, recently was awarded an NDEA grant for the study of English in a six weeks' institute, to be held at Bucknell College this summer. JOSEPH D. ROMAGNOLI has been advanced to "A" engineer status by the RCA systems engineering, evaluation and research (SEER) activity at Moorestown, N.J. MARTIN J. ROTTER has been appointed supervisor at Campbell Soup Co., frozen foods division in Long Island, N.Y. NOEL A. YANLISSA, M.D., has completed the orientation course for officers of the U.S. Air Force medical service at Sheppard AFB, Texas, and has been assigned to Ent AFB, Col. *Marriage:* JOSEPH D. STEPHENS to Mary Ann O'Malley. *Birth:* MARTIN J. ROTTER and wife, Eileen, a daughter, Kimberly Anne.

'61

Army Capt. MATTHEW A. BOWE is serving in Viet Nam with the Fourth Infantry Division. THOMAS J. FITZGERALD has been named sales promotion manager of Automatic Retailers of America. PAUL HORTON has been appointed chairman of the Beverly City, N.J., planning board. MARTIN F. NEY has been named administrative principal of the Chesterfield elementary school, in Willingboro, N.J. THOMAS J. SCHNEIDER, M.D., is serving with the Air Force at Nha Trang AB, Vietnam. *Marriage:* JAMES R. FOGACCI to Renee Paula Breault.



CAPT.
WILLIAM R.
PETRAITIS

NICHOLAS CIASULLO has been appointed assistant director of Bucks County (Pa.) Opportunity Council. Capt. JOHN J. MURRAY has received his M.S. degree in industrial management through the Air Force Institute of Technology's Minuteman Education Program at Minot AFB, N.D., and has been promoted to the rank of Capt. WILLIAM R. PLTRAITIS of Levittown (Pa.) has been promoted to group leader in the development laboratory of the Rohm and Haas Philadelphia plant. Rev. SALVATORE J. PRONESTI was ordained to the priesthood by His Eminence John Cardinal Krol, on May 20. ROBERT J. SCHREIBER received his M.B.A. degree from Temple University in June. ROBERT WATSON has been named to the Pan American soccer team and to the 1968 U.S. Olympic Team. *Birth:* ANTHONY C. MURDOCCA and wife, Lorraine, a son, David Antony.

'63



WILLIAM P. LOGAN

GEORGE H. BENZ received his M.D. degree from the University of Pittsburgh and has accepted a surgical internship at Presbyterian University Hospital in Pittsburgh. WILLIAM G. COCHRAN, JAY H. HOLTZMAN, JOHN C. INCARVITO, JR., ELLIOT MENKOWITZ, PAUL E. PETIT, and WILLIAM J. WISNER were granted their M.D. degrees from Temple University Health Science Center. Cochran will intern in the U.S. Public Health Service Hospital in Norfolk, Va. Holtzman will go to Highland General Hospital in Oakland, Calif. Menkowitz will intern with the U.S. Public Health Service Hospital in Baltimore. Petit will intern at the U.S. Naval Hospital in St. Albans, N.Y. Incarvito and Wisner will remain at Temple Hospital. RICHARD R. CAVANAUGH, THOMAS J. HALLINAN, JOHN J. DI PIETRO, and MANUEL M. LUZ were granted the doctors degree in dental surgery at Temple University School of Dentistry. WILLIAM J. KUNIGONIS, JR.,

has been promoted to Capt. in the U.S. Air Force. WILLIAM P. LOGAN has been awarded U.S. Air Force pilot's wings upon graduation at Vance AFB, Okla. RICHARD W. SERFASS, First Lt., USAF, is serving in a Minuteman ICBM system unit at Whiteman AFB, Mo. *Marriages:* GEORGE H. BENZ to Joann Seemiller; RICHARD W. SERFASS to Theresa A. MacIlwraith. *Birth:* DAVID SWANKOSKI and wife, Barbara, a son, Steven Gerard.

'64



WILLIAM G.
SCOTT



STEVEN G.
KELSEN

HOWARD C. DE MARTINI has been named an economist on the staff of the Hudson River Valley Commission in New York. JOSEPH DI NORSCHIA was elected to the board of directors of Mushroom Transportation Co., Inc., and named secretary-treasurer of the corporation in West Chester, Pa. VINCENT EBBECKE recently returned from service in Vietnam, where he was awarded the Bronze Star. PAUL GALLAGHER has been appointed head basketball coach at Msgr. Bonner High School. THOMAS J. GAUL received his M.B.A. degree in marketing and international marketing from Seton Hall University. JOHN J. GUERIN has been appointed controller of Sylvan Pools, Doylestown, Pa. CHARLES N.

HUG, territory representative at Xerox Corp.'s Philadelphia-West branch, was graduated recently from the company's national sales development center in Fort Lauderdale, Fla. STEVEN G. KELSEN is vice president of the undergraduate research society at Hahnemann Medical College. JAMES J. KIRSCHKE, a double amputee, was awarded a Bronze Star at the Philadelphia Naval Hospital, for heroic achievement in Vietnam. PETER C. MOORE was promoted to Army Capt. near Nu Dat, Vietnam. RALPH F. PERKINS is serving in Vietnam as a military advisor. WILLIAM G. SCOTT has been promoted to procedures & methods coordinator in the systems development and industrial engineering department at the Rohm & Haas Philadelphia Plant. WILLIAM J. SIMPSON, a Capt. in the Marine Corps, recently completed a tour of duty at Da Nang, Vietnam. WALTER H. VAN BUREN is an associate of Reese and Company, Inc., agency of the Massachusetts Mutual Life Insurance Co. JOSEPH F. WEIDERMAN has joined the operations staff of Sealtest Foods' Philadelphia data center. *Birth:* RALPH F. PERKINS and wife, Jean, a son, Michael.

'65



RALPH MAIOLINO

ALBERT C. BANFE was awarded silver wings upon graduation from the U.S. Navigation School at Mather AFB, Calif. JAMES B. HENNESSY completed a helicopter pilot



Charles Simpson (center), general manager of The Philadelphia Gas Improvement Co., discusses higher education with Thomas J. Lynch (left), chairman of Downtown Luncheon Club, and John J. Lombard, Esq., chairman of the alumni committee on state Master Plan, at Downtown Luncheon meeting addressed by Simpson.

course at the Army Primary Helicopter School, Ft. Wolters, Texas. JOSEPH A. J. ORKWISZEWSKI received his M.A. from Villanova University and was awarded a fellowship in biology by Bryn Mawr College. RALPH MAIOLINO has been commissioned a Second Lt. in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Texas, and has been assigned to Eglin AFB, Fla. for training and duty as an administrative officer. *Marriage:* JOHN J. COLLINS to Carole L. Moynahan.

'66

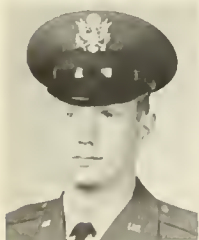
RICHARD BATER had a story entitled "North" published in the November 1966 issue of *Catholic Boy Magazine*. The editors of the magazine chose the story as their best of the year and entered it in the Catholic press annual awards contest. RICHARD M. CRITCHFIELD has been commissioned a Second Lt. in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Texas, and has been assigned to Vandenberg AFB, Calif. HARRY J. DAUGHERTY, JR., territory representative at Xerox Corp.'s Fort Washington branch, was graduated recently from the company's national sales development center in Fort Lauderdale, Fla. MAX J. DOBLES was commissioned an Army Second Lt. after graduating from the Infantry Officer Candidate School, Ft. Benning, Ga. JOHN J. KISZKA has been commissioned a Second Lt. in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex., and has recently completed a training course for weapons controllers at Tyndall AFB, Fla. GEORGE C. LENNOX has entered U.S. Air Force pilot training at Laredo AFB, Tex. WILLIAM P. McLAUGHLIN was commissioned an Army Second Lt. after graduating from the Infantry Officer Candidate School, Ft. Benning, Ga. ANTHONY G. MICHAELS has been commissioned a Second Lt. in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex., and has been assigned to Lowry AFB, Colo. THOMAS E. PIERCE completed a finance officer orientation course at the Army Finance School, Ft. Benjamin Harrison, Ind. HARRY R. SILETTI, JR., has been graduated from the four week logistics management course at Wright-Patterson AFB, Ohio, and has been assigned to Tinker AFB, Okla. WILLIAM J. TOBIN is a Second Lt. in the Marine Corps at Quantico, Va. JOSEPH C. WOOD is serving with the Peace Corps in Colombia, S.A. STANLEY ZELENKI has been commissioned a Second Lt. in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex., and has been assigned to Chanute AFB, Ill. *Marriage:* FRANK J. MAY to Virginia Gates. *Birth:* To ALLEN T. FOX and wife, Abby, a son, Allen Thomas.



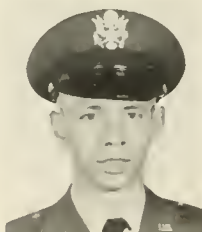
Honorary members of Alpha Epsilon honor society for 1967 are (from left): Brother Thomas Danaghy, F.S.C.; Brother James Kaiser, F.S.C.; Francis X. Danohoe, and Dr. Thomas N. McCarthy.



New officers of Alumni Law Society are (from left): John F. X. Fenerty, '62, treasurer; Raymond B. Reinl, '49, vice president; Daniel J. McCauley, '38, president, and Francis X. Nolan, '56, secretary.



GEORGE C.
LENNOX



STANLEY
ZELENKI

La Salle Vignettes



Dave McGrath / *premiere performer*

David J. McGrath, '60, was a softly-spoken, calm young man from a distinguished Rhode Island family (he is the son of the late J. Howard McGrath, U. S. Attorney General under President Truman) when an undergraduate at La Salle. He still is. But soon after graduation he leaped into the glamorous, action-world of motion picture promotion. As Metro-Goldwyn Mayer's top promotion man in one of the world's culture capitals, New York, his is a job many folks think they would do without pay; but most couldn't stand up under the pace and pressure. Before, during, and after the recent world premiere of

MGM's "The Dirty Dozen," Dave and his staff squired more than 150 East Coast critics for three days of hob-nobbing with the film's all-male cast, which includes Lee Marvin, (photo background), Ernest Borgnine, Telly Sevalas, Robert Ryan, and movie newcomer Jim Brown, former NFL gridiron great. For Dave, however, it's not quite a picnic. Too often, it is coping with one or more of the 999 details that make a successful opening. He, his vivacious wife, Ruth Ann, and their three children, make their home in northern New Jersey.

The Drs. Connolly / *vietnam to oak lane*

When Look Magazine recently published a pictorial account of life and near-death in a battlefield hospital ("A Marine's Longest Night," May 2, 1967), they no doubt chose the Dr. Connolly in the more dramatic environment. The photo story depicted the work of Navy Lt. Cdr. **John M. Connolly, Jr., M.D., '55**, in an emergency operation that saved the life of Marine Corporal Andre Williams, who had been wounded minutes earlier in a Vietcong Mortar attack. Two of the photos, courtesy of Look, appear on these pages. Even more stirring, however, might be the career of his father, **John M. Connolly, Sr., M.D., '12**, who this year marks his 50th anniversary as a physician serving the Oak Lane—Mt. Airy Community. The elder Dr. Connolly (shown here in a father-son portrait on the La Salle campus), still operates two offices in the area and sees more than a dozen patients daily. In his undergraduate days at La Salle, he was a standout basketball player and only recently was honored with a Basketball Old Timers Award for his court achievements. "Medicine is pretty much the same today as it's always been," he claims. "But the Wonder Drugs have made it easier on the doctors." Of medical treatment in Vietnam, Dr. Connolly, Jr. says the big difference lies in helicopter evacuation of the wounded, who are now flown to field hospitals often within 10 minutes of injury.





La Salle Vignettes —continued



John Guischard / *"father-to-be"*

Would you believe it was two years ago when Dr. John A. Guischard, '38, left to become a priest after 20 years of distinguished service to La Salle in the modern languages department? This fall, he begins his third and final year of studies at the Beda College in Rome, where at age 50 he will be ordained a Roman Catholic priest March 30, 1968. Never one to confine himself only to the matter at hand, Dr. Guischard has been active in the dramatic efforts of the Beda students over the past two years. Last win-

ter, he directed Beda's production of Jean Anouilh's "Beckett." He has also used summers and vacation periods to travel about the Continent, including frequent visits to "La Salle-in-Europe" at Fribourg, Switzerland, a program he founded some seven years ago. He is spending this summer on the island of Elba in the beautiful Mediterranean. He still expects to be assigned to the diocese of Burlington, Vermont, after his ordination.



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Jim Butler, Revisited



Fall 1967

La Salle

A QUARTERLY LA SALLE COLLEGE MAGAZINE



CRISIS IN THE CITIES

SPECIAL ISSUE

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CREDITS: Cover photo by Lawrence Kanevsky; pages 18, 19, 22, inside back cover by Walter Holt; pages 25 and 27 by Ralph Howard; pages 20, 21 and 26 by Charles Sibire; all others by Lawrence Kanevsky.

La Salle

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Ralph W. Howard, '60, *Editor*

Robert S. Lyons, Jr., '61, *Associate Editor*

James J. McDonald, '58, *Alumni News*

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No Place



For *TOURISTS*

By BERNARD McCORMICK, '58
ASSOCIATE EDITOR, PHILADELPHIA MAGAZINE



PHOTOGRAPHY BY LAWRENCE KANEVSKY

Most white people won't go near the ghetto

ONE OF THE side affects of the violent developments in many urban slums these past summers has been the almost complete destruction of Negro ghetto slums as tourist attractions. True, there has been a predictable rush of holocaust buffs to view the remains of what once were neighborhoods in Detroit and Newark, but these are not tourists. These are the same people who stop to watch victims pried loose from engines in auto crashes and who will drive a good many miles to inspect the wreckage of an airplane.

But the good curious tourist, to whom the economies of the United States and so many European countries are deeply in debt, does not come to the slums the way he used to. It is not safe.

"It used to be when you'd have somebody come to town you'd take them around to see the points of interest, and cap it off by running up to North Philly for a little tour of the slums," says a Delaware County resident. "But now you never know when you're going to get caught in the middle of an inferno. The modern slum lacks stability."

It is unfortunate but true. Today the distance between the ghetto people and the inhabitants of what Richardson Dilworth calls the "white noose" has become even greater than before. And it was never very close to begin with.

Before the riots, people merely did not care very much about slums. They might have resented them as the neighborhoods from which they or their parents had been forced to move by the influx of the black hordes some years before, but at least they still occasionally saw the slums once in a great while.

No longer. Now, perhaps subconsciously, most white people do not go anywhere near the worst sections of Philadelphia's immense black ghetto. The *worst section* is an emphasized element, because it is impossible to live around Philadelphia and not have some contact with some part of the ghetto. La Salle College, for instance, is rapidly being encircled by it. But there is a real and understandable fear connected to being white in the crowded, dangerous, littered, darkened streets of the place called The Jungle. There is the same fear in some parts of South Philadelphia. You feel it, too, in broad sections of West Philadelphia and even now on some of the smaller back streets of Germantown. It must resemble the feeling of being a westerner in China, a sense of isolation in a world in which all of your patterns of responsible behavior have no meaning to anyone else.

So now it is difficult even to *see* the heart of the ghetto, if you are white and afraid. And to the people in cities like Philadelphia the ghetto slum is becoming one enormous invisible burden. The price of the attitudes which made the slums what they are today is incalculably great. In Philadelphia, there is almost no function of the city government that is not made far more complex and much more costly by the existence of the ghetto.

Police. The ghetto breeds crime. We could probably get by with half the police force without it. The same for the courts and prisons. Welfare speaks for itself. So does health. The school problem in Philadelphia is basically a problem of trying to provide quality education in an environment which repels teachers who don't have the blood of a social worker. Licenses and Inspections cannot keep up with the slumlords. One wonders what the city government would do with all the money if it were not for the drain of the ghetto and the problems of its people.

Perhaps their biggest problem is that very few people really understand the ghetto. It is a thing about which people have preconceived, unswervable notions. The nature of the thing tempts generalization, both pro and con, and if there is anything that cannot be generalized about it is life on Columbia Avenue or any of the Columbia Avenues throughout America. The people are too varied. The only thing practically all of them have in common is their non-whiteness.

It is even inaccurate to call them black, as the militants are fond of doing. Very few Philadelphia Negroes are pure African. You have Stanley Branche on a street corner calling for black power, Stanley Branche with beige skin and green eyes, posing as a black man.

This illustrates the contradictions of the ghetto. You can find black people there. You can find almost anything there, including a few white people, although one night last month a two-hour, 20-square block tour of North Philadelphia uncovered not one white man, afoot or in a vehicle.

The point is that it is possible to make almost any statement about the ghetto and be right. You can say ghetto people are filthy and lazy, and thousands of them are. You can call them savages, and God knows how many come close to fitting the description. You can term them hopeless. Many of them are. Angry? Increasingly they are. Revolutionary? No question about some of the young ones. They're ready to kill and get killed. You can justify them by saying as the sociologists do that most of them never had a chance. Most of them never did. But for every generalization you can make about the ghetto, there are thousands of people who defy it.

There are, believe it or not, people who grow up in the ghetto who never commit a crime. In an environment where wine and sex are sedatives, there are fanatically religious people. They are 20-year-old virgins, although not an abundance of them. There are people who have hope; there are people who are no more bitter than white people. There are happy people, wonderful people, beautiful people. There are even to be found, in this massive pit of poverty, people who have more money than they know what to do with. It may not be perfectly legally gotten but it is there. In its complexity and variety, the ghetto is like the rest of the world. It has good and bad.

IT WAS THE dinner hour and at the corner of 23rd and Ridge Avenue good and bad brushed. Two old women, or middle aged women who looked old, argued across an intersection. They were both wretched looking specimens, with stick legs and James Baldwin faces, all lips and milky eyes, and they were speaking the vernacular of the ghetto, which consists of one salient obscenity spliced with an occasional verb to be and a few indefinite articles. They were both obviously drunk and it looked like they might come to blows, right there in the middle of Ridge Avenue, but they parted when they reached the other side, firing curses lustily as they went their separate ways.

They caused remarkably little commotion. People just looked at them and walked on, as if drunken old women cursing violently were an everyday occurrence in the neighborhood, which it is.

While the old women were arguing a young man came out of a side entrance to a corner store. He was neatly dressed. His suit jacket was off but he was wearing a tie. He glanced at the two women who were making the commotion, then, noticing an empty soda bottle standing along the wall of the



In North Philadelphia

store, he picked it up and slowly walked about 20 feet down the street to a waste receptacle, where he dropped the bottle. One less bottle for the kids to break. Across the street men were unloading watermelons from a truck.

ABOUT FIVE MILES away, in another part of the ghetto, 19-year-old Lucy was coming home from work. She had stayed about 40 minutes late at her job in a center city office and then she took the elevated out to 52nd Street and was walking to her home a few blocks from Market Street. She was nervous, even though it was still very light on a summer night and the neighborhood is certainly not regarded as a slum. It is the neighborhood around West Catholic High School. But she was still a little nervous as she walked to her home because she is never really safe in her own neighborhood. She is a light Negro girl, quite pretty and very choice stuff, and she has been told for a long time they are out to get her.

Who is out to get her? The boys and girls who live in her neighborhood is who. In her senior year of high school she was jumped one afternoon by a gang of girls. She fought like hell and she wound up just a little bruised. She is not altogether popular in her neighborhood because she does not consort with the gang kids, date the gang guys and that sort of thing. She has too much class for her neighborhood. She has tried to be cool about it. She speaks to the gang leaders.

"I had a girl friend who would never even talk to them," she says, "and I used to tell her just talk to them, you don't have to go with them, just speak to them. And they told her they were gonna get her. And one night six of them grabbed her. She wound up in the hospital. The three that raped her went to jail. At least I always talk to them, y'know, 'how you doin', and they say 'leave her alone, she's our friend.' But some of them say they're laying for me, so whenever I go out I go with my dog."

Her dog looks like a bear and it does the job. The ones who resent her tell her they better not catch her without her dog, and they probably won't.

"Anybody who comes near me is gonna get bit is all," Lucy says.

Lucy lives in her neighborhood but she does not really live there at all. She spends much of her time inside her house and often gets picked up by her boy friend and they leave the neighborhood. When she has a party it is conducted with almost military secrecy to keep the hoods from crashing. She spends as much time away from home as she can. Most of her friends are married, as often as not under somewhat urgent circumstances, and she thinks some of the girls get married very young just to get away from the neighborhood and get a house of their own in a better one.

Lucy does not consider it worth getting married just to leave, but she does want out. She wants to move into an apartment downtown, but she's not sure it will be much better for her. She likes to think back to when she was a child and her family moved to West Philadelphia. They were among the first Negroes in their block and she remembers how quiet it seemed in comparison to the neighborhood where she was born, also in West Philadelphia but closer to center city.

"Quiet" is the word Negroes often use to describe a desirable neighborhood. They mean it quite literally. A quiet neighborhood is one where everybody pretty much minds his



business, where a girl can walk the streets and not need a dog for protection, where drunks don't stagger into the hedges, where gang fights don't break out at parties, where people don't stand in the street and curse each other, where bottles do not splinter in the darkness, where people don't kill each other. Every so often somebody gets murdered in Lucy's neighborhood.

Her block was a quiet one when Lucy's family moved there. But then the whites left, all except two, and one of them runs a store. The store is a peculiar arrangement. The door is often locked but he opens it for customers he knows. Today many of the first Negro families who moved in with Lucy's family are long gone. It is safe to say that some of them have probably moved several more times. Negroes bent on uplift will not tolerate a bad environment anymore than whites will. They move for the kids, constantly on the fringe of the retreating white world, often renting because purchasing a home for two or three years is impractical. One family has moved four times in 15 years, and they still are only a few miles from where they started. It is a big price to pay for decent environment for their kids, but they pay it.

Lucy's case is revealing because she does not live in The Jungle. In the minds of most whites, her neighborhood is not

ne very poor do not live like human beings



a very dangerous one. It is only dangerous if you live there and want to be left alone. Imagine, then, what life is like in the core of the ghetto. Lucy's family is not poor. In North Philadelphia the very poor do not live like human beings, although they live better than most animals. They are crowded, crowded the way white Philadelphians only are on summer weekends at the shore when a half dozen people pile up in a single bedroom. Children are anybody's ward and they grow up in enclosed sewers which resemble houses from the outside. It is an overpoweringly physical environment, a cave-man milieu, where strength of mind is no substitute for strength of body. Fighting is simply unavoidable and as the young grow older the fighting simply becomes more lethal. Most people as a matter of insurance, have knives handy. In a society of primitive values, to have injured someone physically is a mark of distinction. To serve time while still young is an admirable achievement; to conquer women sexually a feat which almost everyone worthy of the term man has performed by age 15. Many girls are mothers before they even understand what it is all about. In many families—for want of a better word to describe people who live together—parental guidance is minimal. Two-year-olds play in the streets at ten at night. For conscientious parents to raise several kids to be decent people

in the core of the ghetto is just about impossible. The only way to really beat it is to get out, and that is what they do. Their places are taken by more primitive people. The ghetto consumes the city.

LESTER GOT OUT, but he is the first to admit he was lucky. He was a bad kid, skinny but tough, and he got started early with the chicks. His family always had enough money and their block was one of the better ones. He did finish high school. It looked like he was headed for trouble, though. He got picked up for stealing suits in a department store, but was lucky because the chief of security knew his father and let him go. He spent a lot of time on the streets and might very well be in jail today were it not for the unusually good fortune of getting very sick. That put him in a hospital for a few months and there he met a Negro woman, considerably older, who straightened him out. She got him a white collar job and he has kept it ever since. From a rebel he turned into an uplift Negro, bent on self improvement, struggling constantly to improve his vocabulary and take the dialect out of his speech. He got married and left North Philly, but he still goes back because his friends are there. He was right there on Columbia Avenue the night of the big riot.

—continued



Columbia Avenue on a weekend brings out the people. They call it the strip and it starts getting crowded late on Friday afternoons and it gets worse as the night goes on. Cops are everywhere but the bars are jammed and the streets are filled with drunks and there was a drive in everybody to do something exciting and that sloppy hot night in 1964, with previous riots in Harlem as an inspiration, this reckless zest for adventure exploded in the riot.

It was, for all the damage, essentially a convivial riot. It had little of the hatred that characterized more recent riots. The people just went wild and stole all they could and had a wonderful time doing it. Philadelphia was lucky because that big weekend got a lot out of North Philadelphia's system at a comparatively reasonable price.

If Philadelphia's riot had come this summer, North Philadelphia would have burned to the ground. There could have been a riot this summer. Now, in Philadelphia and in all

ghettos, there is constant agitation for revolt from increasingly numerous Negro militants. But partly because of the tensions eased by the 1964 riot, and the changes it produced—such as sharply increased Negro ownership of Columbia Avenue stores—and partly through extremely high-pressure and effective police work, and a combined effort by parties inside and outside the ghetto to prevent trouble at any costs, and fortunately cool or rainy weather on crucial weekends, and just plain good luck, it did not happen. This does not mean it cannot happen. It can happen almost any time now. Every weekend is a crisis, every minor incident in which the deeply resented authority of the police touches the people is potentially explosive.

The urge toward violence beginning to dominate the Negro protest movement came ironically at a time when the white dike of prejudice seemed to be crumbling. Employment opportunities have been improving rapidly, and fair housing has been taking hold somewhat faster despite the angry resistance of most whites. After a decade of shameful inaction, a sincere effort is being made to overcome the pathetic educational system of the ghetto. There is the poverty program, which despite its waste and political exploitation, is still putting money in the hands of people desperately earnest about destroying the enervating disease of overwhelming racial inequality in the innards of the richest society the world has ever known.

It may all be coming too late. Maybe after letting a fire burn for 400 years no amount of water can put it out. Perhaps it must simply burn itself out. It is a terrible thought but it just might be. There are certainly enough discouraging signs. Now illegitimate teenage girls are having their own illegitimate broods, the dehumanization infects more people than all the social surgeons can handle. Like a World War One field hospital, the wounded pile up outside the medical tent. Unquestionably, the voices that are coming through loudest in the ghetto are those of the Stokely Carmichaels and the Rap Browns, the angry, arrogant, defiant, irresponsible voices. But irresponsible is a white man's word. It is all perfectly mad and perfectly understandable.

"Do I buy that crap that Stokely Carmichael talks about?" asks Lester's friend, Rip, drinking beer in a bar a couple of blocks north of Columbia Avenue one night last month—a bar, incidentally, that has undergone substantial improvement in the last two years. "No, I don't, but I can tell you the young ones do. I'm old. Man, I'm 30 years old. I'm an old head. Their mummies and pappies don't buy it, but a lot of these young boys do. A lot of them do. I can't understand them, but I guess they ain't got anything to lose. Man, I own a house and I don't care how bad everything is, if a man gets up and says man, burn your own house down, you gotta be crazy to do it. I'm not burning my own house down. But these boys, sixteen, seventeen years old, they don't own nothing and they don't care."

Rip *does* understand why people are fed up. He knows why they hate cops. For one thing, they get in a lot more trouble and they have more contact with the cops, cops who get nothing but smart talk and arrogance all day long and who learn to return it. And they see the corruption of the police, which is at its worst in the ghetto. But mostly it is an environmental distaste for "the man" or "the fuzz", white and Negro, the kind of resentment the cattle must feel for the cowboys who drive them.

"Y'know, I'm standing on the corner, talking to my friends," Rip says. "I'm just coming home from work. I'm in my working clothes. The cop can see that. He sees I'm no kid. He knows I ain't no winehead. And I stop to talk to my

friends and he says, 'get moving.' It's that crap, man, all the time."

THERE HAS BEEN much made of the unpopularity of Police Commissioner Rizzo in the ghetto and it is true. They resent him. To ghetto Negroes he is a white bigot cop. Ghetto people are gullible in their own prejudices, just as gullible as whites who believe every Negro seeking to move to a white neighborhood is a paid Communist blockbuster. The Negro press, gorgeously irresponsible, has spread the image. The impression of Rizzo on Columbia Avenue is a man with a long history of brutality against Negroes. There is a long history of Rizzo rough tactics, but not specifically against Negroes. He did knock Negroes around at Girard College and it is substantiated that he used the word nigger in public a few times, but even the publisher of a Negro weekly which headlined "Racist Rizzo" admitted recently that there was some question as to whether the commissioner was any rougher with Negroes than with anybody else. And yet he has the reputation as a racist in the ghetto and it is doubtful that anything will change it.

Nonetheless, back to the danger of generalizing, here is another of Lester's pals, Billy, in the same bar. Billy's quite a guy. Some college, friendly, very bright, articulate. He makes a hundred a week as a stock boy, but like a number of slick operators in the ghetto he manages to live as if he makes \$300 a week.

"I'd describe Rizzo as a good cop," Billy says.

Rip looks at him curiously. "He's a cop."

"Yes," says Billy, "But he's a good cop."

All kinds.

Outside the bar life in the ghetto goes on. In the little corner pool rooms, converted candy stores, young men with round heads green drab in the dim light, shoot pool. In this era other

young men plot revolutions. One street, a street with a "This is a clean block" sign, will be just that, clean and nice, and it will not look so different from the way it looked when white people lived there. But the very next street is a hellhole, with windows boarded, and obscenities chalked on the bricks, and people hanging out windows and kids that are practically babies playing in the street. The forces of evil are at work and the forces of good struggle to hold them in check and fifteen year old girls walk around with their bellies swollen and not very concerned about it and the word will be spreading that a girl like Lucy is gonna get it one of these nights. And one of these nights it may all go up in flames. No place for tourists.

A white tourist sitting in the bar with Lester and his pals is concerned about his safety.

"Relax," says Lester, sitting there with a knife in his pocket, as always. "You're with Lester. Everybody there knows me and they won't mess with me. You're with me, you're safe. You see, I was a bad ass cat. I was as bad as they come and everybody knows it."

"Rip, I'm with Lester and Joe Frazier is afraid of him and you guys know me so I got nothing to worry about. But suppose I drove up here tonight all by myself and came in here alone."

Rip thought about that a minute.

"Then that would depend," Billy, who is listening, says.

"Yeah, that would depend," says Rip. "See, no white person ever comes in here." ■

Mr. McCormick, who has been an associate editor of The Philadelphia Magazine since 1964, is introduced in the "Vignettes" section of this issue.



*The American View Of Adversity
Is The Basic Problem Of The Poor,
According To This Sociologist*

The AMERICAN Way

By THOMAS M. COFFEE, PH.D.
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DEPARTMENT OF SOCIOLOGY

MY PURPOSE IN writing this article is to 1) comment upon the condition of U.S. society today; 2) suggest some of the major causes for this condition, and 3) note what I think is needed if we are to alter our present condition.

Initially, however, and prior to noting the condition of U.S. society, permit me an analogy. Its purpose is to circumscribe—in limited space and time and in a manner that may facilitate communication—the bare outline of the sociological perspective of what society is.

The analogy involves a cat. Everyone knows the empirical referent for the word cat. For most, and in proper context for all, the word cat connotes a domesticated, furry, quadruped, noted for purring when content and howling when prowling. If asked to respond to the question, what is the structure of a cat? I assume that most of us could name some of its parts or structures. We would know that it has ears, a heart, kidneys, a tail, and so on. And we could readily recognize that all of the cat's structures or parts are interdependent. That is, all its parts are related to one another and related in such ways that if one structure or part becomes diseased the whole cat is ill. Thus, we realize that the well being of the cat is dependent upon the proper functioning of each of its structural parts. And, since we readily recognize that some of a cat's parts are more consequential for its well being than are others, we might not be too concerned about a pet cat's scratched ear, but might indeed become concerned if its heart stopped pulsing.

Thus, determining the condition of a cat, at the level of symptom and at a given point in time, is a matter of simply observing the creature's behavior. If it is losing weight and refuses to eat, if its hair is falling out in great patches, if it no longer howls and prowls, we assume that it is sick. And, generally, we realize that what we have observed in our cat's behavior that has led us to the conclusion that he is ill, is not the cause of the illness, but rather the symptoms of that illness. With this realization, and assuming that we care enough for the cat, we take him to a veterinarian and it is up to him to

locate the cause, that is, to locate the part that has gone awry, determine why, and to render therapy. If the veterinarian is correct in his diagnosis of the cat's symptoms, he has established the condition of the cat at the level of cause. And, if his therapy is successful, the symptoms disappear and the kitten purrs and prowls again. He purrs and prowls again because his separate but interdependent parts are once again in balance.

While I am sure that the word cat enjoys the status of non-ambiguity as a nominal referent, I am equally sure that the word society, which obviously is of far greater significance for mankind than is the cat, does not enjoy the same perceptual and definitional consensus. To some it means the individual, to others an aggregate of individuals, and to many, though they may not realize it, the concept is probably meaningless.

To the sociologist, the concept of society connotes many interrelated and interdependent social groups, noted for purring when content and on occasion howling when unhappy, some domesticated and some not. If asked to respond to the question, 'what is the structure of society?' he will name some of its parts: for example, social systems, social groups, status-role complexes, social institutionalized means, and so on. And, with the mildest prodding, he will elaborate on the fact that these parts (structures) are related to one another in such ways that if one structure is malfunctioning, it tends to have an adverse effect on the various other parts that compose the macro society.

How do we know that a society's parts are in a state of imbalance, and how do we determine the severity of the imbalance? Just as with the cat, first, by observing symptoms and their severity and then trying to diagnose the meaning and causes of these symptoms.

From this perspective, the extent to which a society has been and is successful in maintaining a viable network of

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systems, that is, a network of systems that permit the society to function at a relatively high efficiency, is the measure of that society's stability. And, a major criterion of efficiency in a democratic society is the extent to which the various parts of the society, that is, its systems, groups, status-role complexes, institutions, etc., are successful in meeting the economic, social, political, and other needs of the population. Thus, the major symptoms relating to the viability and stability of the macro society, and to the sub-system composing it, are those items that we commonly subsume under the rubric of social problems.

WHAT ARE THE symptoms in our society? In addition to statistical and other empirical information, a sure indicator of the extent and depth of the various forms of social disorganization, is the clear, angry, and demanding voice of those in the population who are, in one way or another, victims of given social arrangements. A cursory glance at the types of indicators noted suggests that our society is in a rather critical condition, for both the data of empirical science and the voices of major segments of the population clearly state that our society has all of the major social problems—and has them in abundance.

For example, we have one of the highest divorce rates in the Western world; one of the highest crime rates; one of the highest rates of mental illness; we rank high in infant mortality in the world; high in age-specific death rates, and, given our capabilities measured in terms of material resources, I dare hypothesize that we have one of the highest poverty rates in the world. Furthermore, and perhaps most telling of all, a contradiction of expressed ideals and purposes by actual behavior is a major symptom of social and cultural disorganization. And our society, through its national leaders, consistently and persistently expresses the ideal and purpose of relieving the oppressive burdens of the poor masses both domestically and internationally, but continues to expend the major portion of its administrative budget on items that do not relieve, and to spend very little indeed for items that would bring relief.

I need only note that the voice of significant segments of the population is raised in protest—for I am sure that I can safely assume that all of us read the daily press. For better or for worse the voice would be even louder if the thousands who are literally starving to death in our society had the physical energy to proclaim their devastation.

Recently, I inquired of a U.S. Senator's office for information about possible funding for a piece of research that we have in mind. I was told that though they thought the research idea a very good one, they were pessimistic about funding for the simple reason that they are channelling every penny they get from the Federal government into those parts of the urban complex that are already aflame.

I need not elaborate on these symptomatic conditions, but perhaps I can press home the gravity of the situation by reminding the reader of Bayard Rustin's recent claim that unless the environmental condition that presently suppresses and incapacitates millions of Americans is altered, and altered in such a way as to abolish suppression and to capacitate rather than incapacitate, the social fabric of America will be torn to bits. I would suggest that though many do not seem to perceive present domestic conditions as a national emergency, they are, in my view, precisely that. The symptoms are unmistakable; we have a very sick society on our hands.

Explanation of the symptoms and of their persistence leads us to the problem of how our society got into this condition and to a discussion of the condition of our society at the level

of cause. The question is: How did a society that has nearly 50 percent of the developed material resources wealth of the entire world and only six percent of the world's population get into such a condition, and why do the symptoms persist? There are many reasons, but I would like to suggest two that are of major import. One is social change and the other has to do with ideology and perspective.

Change in our society in the past 50 to 100 years has been revolutionary. One hundred years ago in the U.S. there were few corporations and large businesses, labor unions were practically non-existent, and there were few organizations of any importance, no American Legion or Veterans of Foreign Wars, and, with the exception of the Masons, no fraternal organizations. Except for the government, the only organizations were churches, political parties, and a few philanthropic societies. Government itself touched only a few areas of social life. There were no Departments of Labor, Agriculture, Commerce, Defense, or Health, Education, and Welfare, no agencies regulating aviation or communications, no F.B.I., and none of the countless agencies, authorities, commissions, and boards of today. One hundred years ago, the population of the U.S. was one-third its present size, and most of the people—about 80 percent—lived on the farm or in relatively autonomous non-urban communities. Less than 50 years ago, the bulk of American Negroes lived in the rural South and a comparatively small percentage of our population was incapacitated by age.

Today, as the population approaches 200 million, nearly 70 percent of the people live in urban areas enjoying little autonomy, the bulk of American Negroes live in the urban non-Southern regions of our country, and the percentage of the population that is elderly has more than doubled. The few organizations which existed 100 years ago have taken their place among thousands of new ones. Every conceivable type of economic activity is represented by its own trade or occupational association. The corporation is dominant, nearly 18 million people belong to labor unions, and over half the farmers belong to one of three large farm organizations. Governmental agencies and departments have proliferated, and voluntary associations are created daily to aid distressed animals or investigate comic books. Veterans' organizations and fraternal orders have multiplied; clubs and charitable organizations have been created, and everywhere organizations are becoming larger, better organized, and more efficient.

THIS LITANY of characteristics, past and present, points to one thing, namely, a revolution in social and cultural organization—and a revolution that occurred in a short time span. Given the perspective of the social sciences, whose practitioners are to society what the veterinarian is to the cat, the evidence clearly points to social and cultural organizations as the major causes of the symptoms that denote balance and imbalance in society. And, given the foregoing litany, which could be greatly extended, and given the fact that most of these changes were unplanned, both in origin and consequence, present imbalances in our society and the consequent symptoms are understandable.

It is as if our cat has realized such a speed up in the evolutionary process that within the space of only a few years his whiskers had been replaced by his tail, his eyes were now embedded—one in his abdomen and one on his spinal column—and his brain was now expected to function to digest food and his digestive tract to function as a means of locomotion. Assuming such changes in the anatomy of a cat one would be foolish indeed to expect him to happily survive in his present ecological niche. Either the cat or his niche would have to be changed.

Fortunately, for the cat at any rate, neither his anatomy nor his survival niche have undergone drastic changes. Man's anatomy has experienced little change, and this may be fortunate or unfortunate for him. His survival niches, that is, the social systems, the groups, the status-role complexes, the social institutions, the structural parts of society and culture have experienced massive and unplanned change.

YESTERDAY, AND WITHIN the memory of most of us, a man walked down the street and greeted everyone, for he had known them all for most of his life. Today, he walks down the street and greets no one, for all are strangers. Yesterday, he stepped through his back door and began his day's work, and was seldom farther away than the 'back forty' and the ringing dinner bell. Today, his work is far removed, both socially and geographically, from his home and his family. Yesterday, he was supported on a sustained basis by a wide circle of kin and friends. Today, he is sporadically challenged and supported by a handful of colleagues and associates. Yesterday, he could depend upon the ways of the past to instruct him in an enduring vocation and to establish life goals that promised the measure of happiness and stability known to his parents. Today, no occupation is assured and life goals that hold the same promise are ambiguous.

It is as if our cat's world had suddenly become one in which mice, though still appearing in the same form and under the same title, were dogs, and catnip, without warning, had changed to marijuana. Thus, the notion of change helps us to understand both the symptoms and the underlying causes that compose the present urban condition.

But change does not help to explain the fact that the people of our society have, for the most part, concentrated their attention, their concern, on the symptoms rather than upon the causes. Put another way, it does not explain our loudly proclaimed concern for the victims and our hushed whispers about the causes of the victimization. It is much as if one's cat had various severe symptoms, but did little more than complain and gossip about the symptoms and on occasion stroked the cat's back.

Clearly, we have failed to concentrate our attention and our performance on the major causes of our society's present symptoms. There are many reasons for this, but permit me a brief elaboration on one that is crucial. It is in the general area of ideologies and perspectives and in the particular area of ideologies of and perspectives on the nature of society and men and the relationship between the two.

Social psychologists, for purposes of analysis, distinguish four phases in the human act; namely, perception, thought, affect, and performance. The individual decides what a thing is (perception), then decides what he should do about it (thought), then emotes about it (affect), and finally, he acts (performance). A long-standing social psychological principle states that the thought, affect, and performance aspects of the act are determined by the first noted aspect of the act, namely, perception.

Perception, how one defines reality, is crucial to whether one will think in problem-solving or autistic terms, to whether one's emotional reaction will be one of hate, of love, or of indifference, and to whether one will perform in a reasonably satisfactory manner. Thus, the way in which a person and a people perceive man, society and the relationship between the two, is crucial to and determines how he and/or they will think, emote, and perform in regard to man, society, and their interrelatedness. Or, more simply stated, if the individual perceives a thing as real, no matter how unreal it may be,

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it is real for him and real in its consequences. The logical and reasonable explanation then of our people's failure to respond satisfactorily in regard to past, current and forthcoming, social imbalances is intimately related to their perception of that part of reality that is the subject of my remarks.

The initial and major difficulty is that the majority of Americans, and especially those who wield great influence, persist in perceiving man, society, and their interrelationship, in the context or frame of reference of an ideology that misleads, rather than informs. This ideology, which appears under various guises, can be traced to two major sources, namely, Adam Smith's classical theory of economics and to Herbert Spencer's social Darwinism. Let me comment briefly on the latter only. In 1859, Charles Darwin published his *Origin of Species*. His notions of natural selection, survival of the fittest, and progress, swept through the world academe like wild fire. They affected not only perspectives on the development of flora and fauna, but perspectives on the very nature of society itself.

Herbert Spencer, the renowned British philosopher, on studying Darwin's laws of biological evolution, arrived at what he thought were the laws of society. His formulation of social laws were identical to Darwin's formulation of biological laws. Which is to say that society is so organized, by nature, that those human individuals who enjoy a superior physical and mental endowment are selected by social laws to survive and those of less stature are selected to perish. Thus, society eternally adapts and progresses. Any attempt to relieve the sufferings of those segments of the population who are suffering from poverty, malnutrition, disease, or whatever, are defiance of the laws of nature. In other words, those segments of the population suffering noted and other maladies are not a problem for society. They are in the process of being culled out by inexorable social laws. And they become social problems only when and if misguided persons and groups attempt to assist them.

Today, such a theory may sound strange indeed, and one might think that both the theory and its influence quite properly perished in the dim past. Certainly the theory, at least in its rawest form, has perished in those disciplines that address themselves to the study of society and men. And, according to Richard Hofstadter, the noted historian, its influence has diminished in general in our society. However, one need only note the performances, verbal and otherwise, of such luminaries as Messrs. Goldwater and Nixon, and thousands of others who are in varying positions of prestige and power, or to note the voice of the American people as expressed in the composition of the present federal congress, to realize that this perspective on man and society and their interrelationship is a powerful force in our society today.

The individual is perceived as the cause of his own suppression and deprivation and of the factors that are outside the individual; that is, social and cultural factors, are largely and often completely ignored. In other words, the ideology has created a perceptual climate in which ills that are essentially social and cultural in origin, are attributed instead to the individual, and *symptoms are mistaken for causes*.

This perspective leads one to think that federal and other assistance, is interference, that it is to be detested, and to be fought with any and all devices. It need not mean, however, that one who is caught up in this perspective is utterly numb to the desperate state of those who are destitute. But it does mean that insofar as he is concerned for them he will, in terms of the real need, devote minimal attention and resources to their relief. And, it means, that while engaged in offering minimal attention and resources to their relief he will, at the

same time, loudly proclaim the virtue of his own generosity and the glories of the system that produced those who are the beneficiaries of his imagined magnanimity.

I certainly have no argument with those who wish to devote our resources to relieving the burdens of those who are presently victimized. But implicit in my foregoing remarks is the proposition that in so doing one is dealing with *symptoms* only. And, though the relief of symptoms is a worthwhile goal—and one which I ardently wish that our government would take seriously—it does not touch the real culprit, namely, the social and cultural structures that produce the symptoms.

How are we to change both the causes, that is the social and cultural structures, and the symptoms, that is the deprived and suppressed conditions of millions of our people? And, more importantly, how are we to change them in such a manner that we negate the probability of recurring symptoms with future generations? Many things must be done but, in my view, one who hopes that the symptoms will receive adequate attention, hopes in vain, and one who enumerates and specifies plans for significantly restructuring our social-cultural environment, will realize minimal success. The reason for vain hope and small accomplishments is the same; namely, it seems that the American people and their leaders do not yet have a perspective that permits them to define the reality of society, culture, and man in such a way that one can expect them to think in problem-solving rather than in autistic terms, to emote in terms of constructive concern rather than demoralizing fear or apathy, and to perform in ways that are reasonably satisfactory.

THE AMERICAN PEOPLE and their leaders do not seem to have such a perspective, but such a perspective does exist. At various points in my remarks I have explicitly stated parts of that perspective and at other points the perspective has been implicit. Let me be quite clear about a part of that perspective, which up to this point has been implicit.

That man is a social animal apparently means many things to many people. From the sociological point of view it means that at birth man is nothing more or less than a physical organism with certain potentialities, that the potentiality of major significance is that of becoming social, and that this potential cannot be realized, cannot develop, unless the physical organism we call man is embedded in a matrix of social groups. And that the social groups, acting as culture surrogates, teach the organism to take on those behaviors that are characteristically human. Put another way, the organism that we call man is made social by the culture and society into which he is born. Thus, from the perspective of the behavioral social sciences, principally social psychology, sociology, and cultural anthropology, the key to understanding the condition of man is not to be found inside the man himself, but in the nature of the society and culture that, through various social and cultural structures and processes, shapes and molds the protoplasm presented to society in the delivery rooms of the nation's hospitals. Put still another way, the behavior of the human individual is largely, if not totally, determined by his socio-cultural environment.

The basic proposition of the noted disciplines is that if one has sufficient information (data) on those properties of the physical organism that are socially and culturally relevant and on the social and cultural characteristics of the environment, one can predict modal patterns of behavior. And if, in addition, one has sufficient data on values, attitudes, motives, and frames of reference, one can predict, by name, both those who will conform to the mode and those who will be deviant. I am convinced that this model of the relationship of the

individual to society and culture and this proposition of the social disciplines is prerequisite to a viable statement of man's present condition. And, that it is essential to planning meaningful ameliorative steps. I am convinced of this, for I know of no other avenue that can possibly lead to answers, however tentative, to a wide range of significant questions, of which the following are a meager but representative sample.

Why is it that some segments of the population, though enjoying at birth the same range of basic potentials that are represented in the larger population, are in fact at the bottom of the heap? Or, to be more specific, why is it that though crime is found in all segments of the population, certain segments are much more susceptible to arrest, to conviction, and to incarceration than are others? Why is it that in crisis situations, such as war, in which all persons in certain age categories are eligible to participate directly, the most dangerous functions are relegated to some segments of the population far out of proportion to their numbers in the total population? Why is it that the unemployment rate in some segments of the employable population is two, three, four times that of the larger employable population? Why is it that rates of mental illness are much higher in some segments of the population than in others? Why is it that some persons in the population who have low IQ's are twice as likely to go to college as are some other persons who have high IQ's? Why is it that, in a society that has nearly 50 percent of the world's wealth and only six percent of the world's population, some 32 million individuals live in abject poverty—thousands of them literally starving to death? And so on and on one could continue. These behavioral phenomena simply cannot be explained by reference to the individual—for individual differences, in general are not that great, and even if they were, one would find it impossible, by reference to the psychological make up of individuals, to explain the simple fact that in many instances the superior specimen is found at the bottom of the heap!

I have proposed that the underlying reason for our failure to cope with the maladies brought on by rapid and massive change is a consequence of our outmoded perspective on the nature of society and man and their interrelationship. And, though drastically oversimplified, I have offered a perspective that in my view is more appropriate. In closing, I must suggest that while it is difficult to tear oneself away from an age-old and highly institutionalized perspective which says that the individual is the captain of his own destiny, that this is precisely what must be done if we are to view reality from a perspective that may motivate and help us to answer the types of questions I have noted.

To use the perspective does not require that one believe that it is completely reliable and valid. To use it requires only that one be capable of switching perspectives and, consequently, seeing reality in a new or different way. This may not seem much to ask, but I fear that it may be asking more than many influentials and others who have vested interests in present social arrangements are willing or able to do.

Finally, if I am anywhere near the mark, the reality is that the traditional community is gone. And given present social arrangements, that is, presently operative social and cultural structures, it is being replaced by a hodge-podge in which the cleavage between those segments of the population that reap the material and other rewards of present arrangements and those who are its victims is widening. This portends a further intensification and elaboration of what we already have; namely, more degrading ghettos for the deprived and desperate, and more rigid and antiseptic palaces for the rest.

If, however, we can adopt the perspective that I have in part delineated, I think that though the traditional community may never return, we can build a society in which praiseworthy alternatives are available to everyone. The measure to which we are capable of doing this may well determine whether we shall remain a society in which most, including the haves and the have-nots, are slaves to the system that perpetuates their dilemma.

That we as a people have the material resources to make it possible for us to eliminate the symptoms of our day and at the same time to restructure our socio-cultural environment in ways that will assure minimal adverse symptoms in the future is, I think, beyond question. But will we do it? I have only one reservation and that reservation can be stated in the form of a question: Do we have the requisite intellectual and moral resources? Up to this point in our development as a society, it is obvious that either we have not had these resources or have had them but been unable or unwilling to use them. It is possible, though one should be reluctant to hold one's breath, that as the present crisis deepens and as the explosions representing that crisis increase in multitude and magnitude, that these requisite resources will emerge. ■

Dr. Coffee joined the La Salle staff last year after serving as an assistant professor of sociology at Holy Cross College and, previously, at St. John's University Graduate School. He holds advanced degrees from Emory and Notre Dame Universities.





KENSINGTON, U.S.A.

By MURRAY FRIEDMAN, PH.D.
LECTURER IN SOCIOLOGY

A Social Scientist's Understanding Analysis Of The Causes Of White 'Backlash'

SINCE 1964, the nation has been beset by Negro riots, with racial explosions in Detroit, Newark and other cities this summer the most destructive of all. Americans have begun—however inadequately—to attempt to understand the causes and deal with the consequences through crash efforts to provide employment for the jobless, recreational opportunities to school drop-outs, and other poverty programs.

But racial violence has not been limited to Negroes. In the same period, there have been a series of white racial explosions resulting from Negro move-ins in white neighborhoods or in response to Negro militancy. Over the long run, these can have as grave consequences as the more spectacular riots of the past summer. Rioting has taken place in Brooklyn, sections of Chicago, in Cicero, Illinois, in Folcroft near Philadelphia, in the Kensington section of Philadelphia and most recently in Milwaukee. In Kensington, white rioting raged for five days and nights. Only with great difficulty were the police able to bring the disturbances under control.

White rioting has been obscured because the explosions in Watts, Detroit and other cities have been more destructive in property damage and loss of life and the perpetrators are white urban ethnic groups who are generally ignored. These groups, however, like Negroes, are victims of certain deep seated urban pathologies. Yet while there has been much analysis of Negro rioting—and more are on the way—there has been little or no attempt to understand the underlying factors involved in white racial explosions.

There are, of course, essential differences between recent white and Negro racial revolts. The white revolt is aimed at maintaining the status quo, while the Negro seeks to upset it. Both, however, have much in common. To dismiss Kensington's white rioters as a bunch of "misguided bigots" is as simpleminded as blaming "outside agitators" for Detroit. Kensington is a concrete example of what *Ebony* magazine recently called, "The White Problem in America."

The problem lies deeper than the surface signs of bigotry. White Kensington looks, feels, thinks, and acts in many ways like a Negro ghetto. It is an older section of the city, cemented to the North Philadelphia Negro ghetto where a damaging riot occurred in the summer of 1964. Factory buildings are interspersed with red-brick, single-family homes. Many of the latter evidence a considerable degree of deterioration and there are a number of abandoned and boarded up residences.

Neighborhood facilities, such as schools, playgrounds, and pools, are run-down and—often—simply not functioning. The Kensington Hospital has reported in a survey of community resources "deteriorating plant and inadequate facilities to carry out full programs on our own." The Kensington

Christian Center notes in the same document, "lack of adequate funds is the sole reason why we are so understaffed. Also, our building is very old and in need of extreme repair. . . . This area will have to be developed if we are to really assist our community."

In Kensington live 187,000 people—predominantly Catholic. Almost a third of the residents are persons of foreign-stock backgrounds—first, second, and older-generation Irish, Poles, English, Germans, Italians, Russians, and, surprisingly enough, a small number of Puerto Ricans and Negroes. The latter have come in as the Negro ghetto east of Second St. in North Philadelphia expands into Kensington. Rioting has usually developed here among whites fearful of inundation by Negroes when the latter move in several streets beyond the invisible boundary separating the two areas.

As in the Negro neighborhoods of North Philadelphia, most Kensingtonians are semi-skilled or have no skills at all. The general median income for families ranges from between \$300 to \$1,600, below the city generally. In the Coral St. area, where the rioting against the Wright family took place, 800 of 5,000 families have incomes below the established poverty level of \$3,000 annually.

Only a small number of Kensingtonians complete high school and go on to college. The Philadelphia School Board has reported that District Five, in which Kensington is located, and District Three, areas of concentration of poor whites in the city, scored lower than Negro districts in basic educational abilities, including reading and arithmetic.

The problems of Kensington and other areas that have experienced white rioting, however, cannot be laid completely at the door of poverty any more than the all-Negro riots. The homes, while inexpensive and aging, are often well kept-up. Though a step or two above most Negroes on the economic ladder—many have moved into the lower middle class—Kensingtonians are beset by economic problems and status anxieties. The process of upward movement has been slow and hard fought. Frequently, the gains made are endangered by the possibility of loss of jobs, slow-down in the economy, or are drained off by inflation. One senses a feeling of displacement among the people living here, an ebbing of the joys and pleasures that once characterized working-class life.

These anxieties are increased as they watch—in their opinion—the lawlessness of Negro violence in Watts and Detroit being rewarded by special federal and city efforts to aid the Negro. The news media inform them daily of new civil rights legislation and model city and other poverty programs such as VISTA and "Get Set," pouring into seemingly-favored Negro areas of the city.

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Sister Catherine Newhart, of the Lutheran Settlement in the heart of Kensington, tells of a board meeting at the Settlement when board members, returning to their automobiles after the meeting, found their tires deflated. Asked why she had done this, one girl caught running away responded, "I know what you were doing in there. You were planning to build a community center for the niggers in Haverford (another branch)." As a young lawyer from a poor section of Boston told Harvard psychologist Robert Coles, "The ministers and the students come on Saturdays to tutor the Negro kids and take them to the park. They drive right by this neighborhood without blinking an eye. . . . Who has ever cared about this neighborhood? White they may be, but they too feel as left out as any Harlem Negro."

The unmet and insensitive handling of the needs of older and poor sections of white, urban, ethnic America by community officials and planners are as much a national scandal as similar failures in Negro ghetto areas. They are an important factor in the "white backlash" in Chicago, Boston, Philadelphia, and other cities. An examination of Philadelphia's capital building program for 1966 to 1971 shows there is little in the way of parks, playgrounds, pools, libraries, and health centers being planned for Kensington. The only improvements involve \$112,000 for the swimming pool on Montgomery Ave. and Moyer St.—noted, incidentally, as presently unusable—and \$450,250 for the St. Mary's Hospital urban-renewal area. The latter provides little direct benefit to Kensingtonians and will replace a small park. And while a new federally-funded licensing and inspection effort is getting under way in Kensington, the model-city program planned for Philadelphia will cover only Negro ghetto areas.

The failures of city government officials and planners in attending to Kensington's needs are matched by certain in-

Poor white

ternal weaknesses of residents which result in frustration and a high explosive level. These weaknesses grow, in part, out of a working-class, ethnic-style of the people living there.

The native Kensingtonian possesses a fierce parochialism and neighborhood pride. "Kensington against the world," is the local motto. As recently as the Korean war, two young men told Larry Groth, deputy director of the Commission on Human Relations and a former resident of the area, they had never been out of Fishtown, a section of Kensington, until they were drafted into the army. Low economic achievement is due as much to certain group standards as lack of opportunity. The tradition has been for a young man to go into the factory or plant where his father works rather than to aspire to something better. Even if he did set his sights higher, he is likely to provoke the comment, "What's the matter? Think you're better than your old man?"

The white Kensingtons of America also have a way of handling difficult situations with physical violence. "If you get hit by an automobile," an irritated mother will tell her child, "I'll break your arm." In Chicago this past summer, white ethnic groups began to organize and arm themselves as a means of retaliating against Negro rioters. Alert action by the police in several cities prevented a full scale confrontation between angry whites and rampaging Negro rioters.

[There is a significant psychological difference in the origins of recent white and Negro violence. The white Kensingtonian seeks to *maintain* his identity by keeping the Negro, a group just below him on the social scale, from overtaking him. By violence and appeals to "blackness," Kenneth Clark and others have pointed out, Negroes are attempting to *gain* an identity and overcome their passiveness as well as the deprivation of the past.]

FIRST, SECOND, and older generations of Irish, Poles, and other nationality groups who give Kensington its special flavor, have been unable to develop adequate communal machinery for dealing with the social and personal problems they face. A resident will go to the local committeeman to fix a parking ticket or to seek help in getting a youngster out of trouble with the law, but Kensingtonians have rarely organized themselves to exert pressure on elected officials to obtain parks, playgrounds, adequate lighting, trash collection, and proper enforcement of the housing code. In this complex society, Kensingtonians, like ghetto Negroes, need a great deal of help from civic officials—which, ironically, they often refuse to accept—in dealing with their problems. They harbor an old-world or ethnic suspicion of authority, and hesitate to bring government into their lives.

It is important to understand why first and second-generation ethnic and working-class whites have been so ineffective in developing leadership and machinery for dealing with their massive problems. William I. Thomas and Florian Znaniecki, in their classic study, *The Polish Peasant in Europe and America*, point out that those who migrated to this country were people who no longer were adequately controlled by

nd Negroes are both Americans in trouble

tradition but had not yet learned how to organize their lives independent of tradition. They had come out of a world where things change very slowly and there was sufficient time to adjust to change. "Persons from peasant backgrounds," Thomas and Znaniecki reported, "are members of a politically and culturally passive class. They have no tradition of participation in the impersonal institutions of a society."

These group styles and cultural patterns continue to lock-in the people who live in the Kensingtons of this country. Some observers also attribute their difficulties to what Father John J. Kane, the noted sociologist, refers to as a lower-class orientation found among some Catholics. Father Kane argues there is among them an attitude to education and work that anchors them to jobs that have less prestige and income. "It seems that Catholics creep forward rather than stride forward in American society," he writes, "and the position of American Catholics in the mid-twentieth century is better, but not so much better than it was a century ago."

In all fairness to the Catholic Church in Kensington, priests from the local Diocese took to the streets in an effort to quell the rioting. However, many residents are annoyed at the increasingly pro-civil rights position of the Church. This is, to many of the people of Kensington, another source of irritation and frustration.

One is struck by one basic element found also in studies of explosions by Negroes in Watts and other parts of the country. Beyond their aggressive and seemingly self-confident behavior is an underlying feeling of powerlessness. Here are people with severe problems they are unable to deal with, that the community is overlooking, and who find it difficult to take their place in an increasingly middle-class American society. In short, while white Kensingtonians differ from ghetto Negroes in the kinds and causes of their difficulties and how they view the racial status quo, *both* groups are Americans in trouble.

If this analysis is correct, it provides a clue to shaping a strategy to help the Kensingtons of America. We must look up somewhat from our concentration on the problems of Negroes. Irving Levine, director of the American Jewish Committee's urban affairs department, has pointed out that liberals, until now, have been transfixed by the Negroes—to the *disadvantage* of the Negro. It is necessary to develop programs aimed at meeting the needs of working class and foreign stock white groups in our society, as well as for Negroes. It is apparent that civil rights gains have been stalemated in many parts of the North and West because the groups who are resisting have been so vigorously left out.

A strategy that calls for working with people—many of them first or second generation and older nationality groups—in upbuilding their neighborhoods and communal institutions through rehabilitation of housing, obtaining better schools, parks, and swimming areas, a more sensitive handling of urban renewal as well as other community supports, is more likely to have success than simply dismissing white rioters

as "a bunch of bigots." Such an approach is likely to develop more acceptable racial adjustments than abstract appeals to brotherhood or "proving" to them how neighborhoods need not decline in value when Negroes move in.

THERE IS STILL another reason for attempting to deal more effectively with the problems of first, second, and older generation, white nationality groups in our communities. They are far greater in number than most people realize. The 1960 census reports that there were 1.1 million in the Philadelphia metropolitan area as compared to 680,000 non-whites. The figures for Chicago were 2 million to 900,000; Los Angeles, 1.7 million to 590,000; and New York 4.7 million to 1.3 million. Many of these people, of course, have risen economically and moved out of the older sections of our cities. Those who have not made it, however, represent the same social and political dynamite as the forces that make for a Watts or Detroit.

We have seen evidence of this not only in white rioting against Negroes but in the defeat of Proposition 14 and the success of Ronald Reagan in California, the defeat of the civilian police review board in New York City, the attention former governor George C. Wallace has received in many parts of the country and the growth of groups like the John Birch Society. The lack of community analysis and programs dealing with the present social condition of older ethnic groups, Levine points out, has led to a broadening of the kind of sentiment on the part of these groups that starts with an anti-Negro posture but ends with political allegiance to a broader form of organized reaction. The Kensingtons of America are natural targets for ultra-conservative movements.

Civil rights progress and social welfare gains, generally, have resulted during the past three and a half decades from a coalition of working class-ethnic groups with liberals, intellectuals, church groups, and Negroes. The cement that held together these diverse elements was the depression and economic gains scored by the New Deal and its political successors.

The race revolution has shattered this coalition. While it cannot be restored in its old form, there is a need to develop a new political alliance that will include the economically disadvantaged of all races and the forces pressing for inclusion of the Negro into all areas of American life. This will be impossible to bring about, however, until the community becomes more sensitive to the values, attitudes and problems of white urban ethnic America. It is clear that additional energy, thought and money must be found and expended on these passed-over groups, while we step up the war to eliminate the causes of Negro rioting. ■

Dr. Friedman joined the La Salle staff as a lecturer on Minority Groups last spring. He is also the area chairman of the American Jewish Committee, oldest intergroup relations agency in the U.S. He holds a Ph.D. in political and social history from Georgetown University.

Urban Studies: For Optimists Only



A La Salle student conducts discussion at Stenton Center

All that is necessary for the triumph of evil is that good men do nothing.

There exists no better illustration of the wisdom of Edmund Burke's epigram than the present state of U.S. race relations in general and the chaotic condition of the American city, in particular.

The American black man has been the object of white scorn in the South and North alike, but his present condition of poverty and emotional turmoil is perhaps more a result of the indolence of the large majority of U.S. Caucasians who never hated the black man but—even worse—seldom if ever acknowledged his existence.

Moreover, on the rare occasions when white Americans have noted the Negro's

plight, the reaction has more often than not been one of disdain and condescension—an attitude quite well described by Dr. Thomas Coffee's article in this issue.

Colleges and universities, even those in the large urban centers, responded pretty much the same way until the urban malignancy had spread to the edge of the campus. Their sociology departments had told them so.

By the mid-Fifties, the big universities—spurred to action by growing federal funds—launched study upon study of the black man's debilitated condition. Dennis Clark, the distinguished sociologist, followed by urbanologist Daniel Moynihan, warned of ominous consequences if the sickness of the black ghetto was not soon acknowledged.

Then the volcano erupted. Harlem and Philadelphia were its first sparks, barely hinting at future holocausts in Watts, Newark and Detroit. Guerrilla warfare on Main Street, USA! The sociologists had told them so.

Today, the problem of the poor in the festering "inner core" of U.S. cities has become a central concern of nearly every American. Many react in old ways, but they *are* concerned. The Negro has been noticed, but it may be too late. Ask Rap Brown. Or Stokely Carmichael. Or even George Romney.

It was into this smoldering environment that LaSalle's urban studies and community services center was born earlier this year. It took an optimist to tackle the job.

Fortunately, La Salle—despite its past and present adversities—has more than its share of optimists. Among them were the originators of the idea, Richard T. Geruson, assistant professor of economics, and Dr. Coffee, plus Brother Daniel Bernian, F.S.C., president, who gave the plan his swift approval.

Not the least optimistic was John F. McNelis, assistant professor of industry, who was named executive director of the center this spring.

Actually, the idea was conceived as simply a better way for La Salle to improve its relations with its Logan, Germantown, Olney, and Oak Lane neighbors. But since most of them were, and increasingly still are, recent residents of the black ghetto, the center could hardly be oblivious to racial problems.

Geruson provided the initial framework for the center's activities when he completed a study of the immediate area surrounding the college under a \$1000 grant from the U.S. Department of Health, Education and Welfare (HEW). Largely, the study simply told La Salle what it had suspected all along: its neighborhood is becoming older—both the people and real estate—and its neighbors are now black as well as white.

In the four communities studied, Negro residents increased from five percent in 1950 to nearly forty percent last year. The population has declined since 1950, but increased slightly since its low point in 1960.

Armed with statistics, Geruson, McNelis and Dr. Coffee launched a series of workshops this spring and summer to actually talk with leaders in the various communities, another step toward the center's announced aim to "aid the community in developing its resources for self-help."

New workshops, a series on "Family Life," were planned for this fall, and McNelis sees these programs as even more realistic contributions by the college to its neighbors.

But without doubt the most tangible results achieved by the center during its brief existence stem from its assistance in the educational programs for children at the Stenton Day Care Center.

A dozen La Salle students, together with coeds from Immaculata College, took part in the summer program that was financed under a grant from HEW, in conjunction with the Philadelphia Board of Education.

Again, Dr. Coffee, Geruson and John A. Dall, assistant professor of economics, planned the program that was executed under the direction of McNelis, University of Pennsylvania Law School stu-



"Much thought had to be given to children with special problems."

dent Miss Martha Kohler, and three La Salle professors—Dr. Bernhardt G. Blumenthal and Dr. Leo D. Rudnytsky, both assistant professors of German, and Peter Frank, instructor in English.

Drs. Blumenthal and Rudnytsky and Mr. Frank conducted the various cultural aspects of the program, which was dubbed "Stenton Explorations." The college students did the tutorial work.

"Our kids went in there with a lot of love and concern," McNelis recalls, "but they soon learned much thought had to be given to the *methods* of handling children with special problems." All of the children are from homes that have been either temporarily or permanently shattered. Some stay only a few hours, others for most of their pre-adult lives.

Much of the Stenton program was formally educational, but often it was a matter of simply stressing the educational aspects of a largely recreational activity—games involving word construction, geography, and the like. Or just parked under a shady tree engaged in some lively storytelling.

Perhaps the most encouraging part of the Stenton program is the fact that it has been renewed under a HEW grant, not only for next summer but for the intervening school year.

"Perhaps our best work has been done with youth leaders," McNelis adds, "particularly with the gang leaders." Some 200 adults and north-northwest gang members have attended campus meetings that in some measure contributed to an "armistice" between two gangs arranged this fall.

Another current project under the aegis of the urban center is a job development program, in cooperation with the Germantown Community Council. A La-Salle student, senior William Stevenson, spends half of each day seeking jobs for young people in the area.

"Our central problem," McNelis states, "is that of communication—communication between leaders of the community and its members. Our main aim is to help build leadership within the community."

—continued

Characteristic of the frustrations involved was the teen age dance held on the campus this fall to help establish peace between warring gangs. The "peace dance" ended in a near-melee, but the confrontation may have contributed to the later "armistice" between two of the gangs.

There are no easy jobs in urban affairs these days. And only optimists need apply.

New Administrators

THREE NEW development and alumni personnel have joined the La Salle staff this fall, it was announced by John L. Mc Closkey, vice president for public relations and director of development.

The new staff members and their respective titles are: Thomas M. Bruce, associate director of development; David C. Sutton, assistant director of development, and Francis J. Mc Govern, '66 (see "Class Notes, Class '66"), new assistant director of alumni.

Bruce, a former board chairman and president of two insurance companies, is a graduate of Temple University and the University of Pennsylvania Law School. He practices law in addition to his achievements in the insurance field. Sutton was previously assistant director of development and director of the annual fund at Drexel Institute. Mc Govern was a management analyst for the government.



Thomas M. Bruce



Dr. E. Russell Naughtan presents plaques to Father Heath and Brother Paul

Heath to Providence

THE REV. MARK HEATH, O.P., director of the College's graduate religious education program and a leader in inter-faith relations in Philadelphia, left La Salle this fall.

Father Heath is now chairman of the department of religious studies at Providence College. He was succeeded by Brother Edward Davis, F.S.C.

A Dominican Order priest, Father Heath joined the La Salle staff in 1952, when he was appointed college chaplain and associate professor of theology. He was named full professor of theology in 1959 and served as chaplain until 1965, when the graduate program was enlarged and he was named its director.

Since the outset of the Vatican Ecumenical Council, Father Heath has been in the forefront of dialogue between Catholic, Protestant and Jewish clergy and laymen. In addition to bringing Protestant and Jewish lecturers to the campus, Father Heath has arranged many ecumenical programs of inter-faith dialogue—one a series of discussions following closed-circuit telecasts of an international conference of Protestant and Jewish theologians.

A native of Boston, Father Heath is one of only six ordained Catholic priests in the nation to have been graduated from the U.S. Naval Academy. He was ordained after graduating from the academy in 1940.

Brother Davis, a native of Baltimore, is a graduate of Loyola College in Baltimore. He received a master's degree in theology from La Salle in 1955, studied at the Hebrew Union College in Jerusalem in 1965, and is now a Ph.D. candidate at the Catholic University in Washington. He previously taught theology at La Salle (1955-62), Catholic University (1964-66) and Calvert Hall College in Baltimore (1966-67).

20 Faculty Promotions

TWENTY LA SALLE COLLEGE faculty members have been promoted in rank, it was announced by Brother Daniel Burke, F.S.C., Ph.D., vice president for academic affairs.

Two new full professors were named, Dr. Max Barth, chairman of the chemistry department, and Brother Raymond Wilson, F.S.C., Ph.D., also of the chemistry department.

Appointed associate professors were: Dr. Arthur L. Hennessy and Dr. Joseph P. O'Grady, both history; Brother Patrick Ellis, F.S.C., Ph.D., and Brother Joseph Paulits, F.S.C., Ph.D., both English; Dr. Mark G. Pfeiffer, psychology; L. Thomas Reifsteck, marketing; Brother Nicholas Sullivan, F.S.C., Ph.D., biology; Brother Mark Guttman, F.S.C., Ph.D., physics, and Edward J. Domineske, business law.

Named assistant professors were: Dennis M. Cunningham, English; R. Scott

Fraser, education; John T. Connors, sociology; William J. O'Toole, history; Rev. Francis Bailie, O.P., STL, theology; George K. Diehl, music; Robert F. Weinman, accounting; John Grady, economics, and Joseph J. Bernier, psychology.

1967-68 Court Slate

TOURNAMENT appearances in Boston's Garden and the new Madison Square Garden highlight the College's 25 game 1967-68 basketball schedule, which will carry the Explorers to every section of the country except the Pacific Coast.

Jim Harding makes his coaching debut when La Salle opens the season against Rider in the first of a dozen Palestra appearances, Saturday, Dec. 2. Thirteen road games are slated.

The Explorers will be playing in Boston for the first time since 1950 when they compete in the second annual Garden Invitational, Dec. 20-21, against North Carolina State, Providence and host Boston College.

La Salle then goes to the new Madison Square Garden for the ECAC Holiday Festival, Dec. 26-28-30, against an impressive field consisting of Louisville, St. John's, Columbia, Syracuse, Penn State, Boston College and West Virginia.

Other road opponents include such powers as Miami (Fla.), Loyola (New Orleans), Western Kentucky, Duquesne, Creighton and Canisius.

New opponents for La Salle (all series resumed) include Rider, Bucknell, West Chester and Morehead (Ky.) State. All except Bucknell will play at the Palestra.

The Explorers will be attempting to bounce back from a disappointing 14-12 record last year. Harding will be making his debut with a nucleus of six lettermen, including three starters—Larry Cannon, Bernie Williams and Stan Wlodarczyk.

La Salle's 1967-68 schedule:

DECEMBER—2, Rider; 6, at Gettysburg; 8, Albright; 13, at Bucknell; 16, Niagara; 20, at Boston Garden Invitational; 26-28-30, at New York Holiday Festival.

JANUARY—2, at Miami (Fla.); 6, St. Joseph's; 9, at Loyola (New Orleans); 13, Syracuse; 20, at Western Kentucky; 24, Pennsylvania; 28, at Duquesne; 30, at Creighton.

FEBRUARY—3, West Chester; 7, Lafayette; 10, Temple; 14, American U.; 17, at Canisius; 24, Villanova; 28, Morehead State.

Football Returns

FOOTBALL HAS returned to La Salle this fall—on a club level—for the first time since the College discontinued the varsity sport after the 1941 season.

Jack Mc Geehan, a senior from St. Mary's, Pa., the president of the newly-organized campus organization, slated a five game schedule which began with a contest against the St. Francis (N.Y.) College Club at McCarthy Stadium on Oct. 14. Frank Garofolo, a graduate of Drexel Institute and a former grid assistant at Ursinus, is head coach of the Explorers.

La Salle is the first college in the Philadelphia area to start club football. The concept has been quite successful throughout the New York, northern New Jersey and Washington (D.C.) areas.

Mc Geehan and some fellow students have been investigating possibilities for such a club at La Salle for the past two years. The idea was an outgrowth of two highly-successful "touch" football games with St. Joseph's College (Pa.) in 1964 and 1965.

La Salle sponsored a varsity football team for ten years (1931-41) with an overall record of 51-34-8. Present Athletic Director James J. Henry was head coach of the Explorer eleven its last two years. The sport was discontinued due to World War II and never resumed.

The club football schedule: OCTOBER—14, St. Francis, (N.Y.); 21, Kings (Pa.) College; 29, at Catholic University. NOVEMBER—11, at Jersey City State; 18, Adelphia University (homecoming). All home games at McCarthy Stadium, 2:00 P.M.

Quasi tutti leggono la rivista...



AAC National Awards

LA SALLE MAGAZINE received three awards from the American Alumni Council at the group's annual conference in San Francisco this summer.

The magazine received honorable mention and special recognition awards for its spring edition, which was a special issue on student opinion entitled, "Tell it Like it is." A photograph on page one of the same issue, taken by Walter Holt, was chosen one of the "20 best photographs of 1967."

It is the sixth time that the publication has been honored by the AAC in the past two years.

History Exhibit

LA SALLE is displaying a special U.S. historical collection prepared by the Educational Foundation of the Automatic Retailers of America.

The series of six exhibits continues through next January 19. Admission is free and open to the public.

The exhibits consist of original letters and documents of historical significance with pertinent photographs, prints and memorabilia associated with events in U.S. history.

Future exhibit dates will be: "The Presidents" (Oct 28-Nov. 3); "American Statesmen and Politicians" (Nov. 6-17); "American Military Leaders" (Dec. 4-15), and "Signers of the U.S. Constitution" (Jan. 8-19).

La Salle is the only Greater Philadelphia location for the exhibits, which the ARA describes as "an opportunity to see history first-hand—they add reality to a textbook knowledge of American history."



Walter Holt's AAC award-winning photograph.

105th Academic Year

LA SALLE welcomed a record total of day and evening students when the college opened its 105th academic year this fall. A combined total of nearly 6,600 day and evening students were anticipated for 1967-68.

The day college expected some 800 freshmen, raising overall day enrollment to nearly 3,200—a slight increase over last year.

Much of the increased enrollment was expected by the evening division, which opened its 21st academic year. Some 3,400 students, among them about 700

freshmen, were anticipated. Among the new evening students were some 250 young women, according to Brother Emery Mollenhauer, F.S.C., Ph.D., evening college dean. The evening division admitted its first coeds last February.

Among new courses will be three independent study courses: "Music 490," which includes Friday afternoon concerts of the Philadelphia Orchestra with pre- and post-concert lectures by William Smith, associate conductor; "Law in Literature," with distinguished lawyers and judges as guest lecturers, and "Theological Problems," conducted by a visiting professor from Princeton University.

"The Development of Jewish Religious Thought," a course sponsored by the Jewish Chatauqua Society at La Salle for the first time last year, is offered. Rabbi Bernard Frank, of Congregation Beth Or in Mt. Airy, again teaches the course.

Other new courses will include Earth-Space Science; Astrophysics; Introduction to Latin America; Psychology of Learning Theory; Introduction to Counseling Theory; History of the Russian Language; Russian Literature of the 19th Century; Soviet Russian Literature, and Introduction to Russian Drama.

New evening division courses include: Abnormal Psychology; Geopolitics; Philosophy of Science; Digital Circuits; Criminology; History of Greece and Rome; Law of Personal Associations; Restoration and 18th Century Literature; Investment Principles; Interdepartmental Readings; Fundamentals of Chemistry; General Educational Methods; Methodology of History, and Law of Personal Property.

MOVING?

If your mailing address will change in the next 2-3 months, or if this issue is addressed to your son and he no longer maintains his permanent address at your home, please help us keep our mailing addresses up-to-date by:

1 PRINT your full name, class year and new address on the opposite form, and

2 Attach the label from the back cover of this issue and mail to the Alumni Office, La Salle College, Phila., Penna. 19141.

Name	Class Yr.	
Address		
City	State	Zip Code

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CLASS NOTES

MSGR. McNALLY



'04

Rt Rev. Msgr. THOMAS F. McNALLY, vicar general of the Philadelphia archdiocese and La Salle board member, died September 3 at Holy Redeemer Hospital in Meadowbrook. A distinguished figure in the archdiocese for many years, he had marked his 53rd year in the priesthood this year and had been pastor of the Church of Immaculate Conception, Jenkintown, for 38 years.

'39

CORNELIUS F. SULLIVAN is president of the Philadelphia Federation of Teachers. He succeeded JOHN A. RYAN, '51, who held the post for two years.

'43

VINCENT T. BUGGY, JR., D.D.S., was named president-elect of the Philadelphia County Dental Society. He will serve as president for the fiscal year '68-'69.

'48

THOMAS B. HARPER, III, Esq., has been elected president of the Philadelphia Serra Club and vice president of the Philopatrian Literary Institute. LEO C. INGLESBY was promoted to assistant regional commissioner for administration in the five-state Mid Atlantic Region of the Internal Revenue Service. PATRICK J. MARTIN received his master of education degree in educational administration from Temple University. PAUL W. McILVAINE, M.D., was elected president of the medical staff of Lower Bucks County Hospital for a two year term. THERON VALLEE has been named to the faculty of St. John's Day School in Woodstown.

'49

THOMAS W. FAIRBROTHER participated in a National Defense Education Act Institute held this past summer in Arcachon, France. J. ROBERT HUCK received his M.B.A. from Lehigh University in June.

'50

DENNIS J. PICARD has been named Multifunction Array Radar program manager and department manager at Raytheon Company's Wayland, Massachusetts Laboratories. EUGENE D. REGAN has been appointed director of administration and finance at the Elkton Division of Theokol Chemical Corp.



DENNIS J. PICARD

'51

JOHN N. FALZETTA, superintendent of Oakcrest High School, received his doctor of education degree from Temple University in June. JAMES W. FINEGAN has been elected a senior vice president of Gray & Rogers, Inc., and a member of the agency's executive committee. EDWARD MCCREADY, a Hollywood films and TV actor, will be seen this fall in two major new TV offerings, CBS-TV's "Cimmaron Strip" and ABC-TV's "Hondo."

'54

Major WILLIAM BURNS recently returned from Vietnam and has been assigned to the Woodrow Wilson School, Princeton University, to work on his M.A. degree in political science. PHILIP A. DORFNER, M.D. has been

appointed medical officer of Camden County, N. J. prisons. JOSEPH W. MATTHEWS received his M.B.A. degree from Drexel Institute of Technology. ROBERT SCHAEFER, public relations director for the Presbyterian University of Pennsylvania Hospital, has been elected president of the Delaware Valley Hospital Public Relations Association for 1967-68. HARRY J. WHITE, Ph.D., has been appointed to the position of coordinator of Ph.D. recruiting in the professional employment department of Rohm and Haas Company. *Birth:* to EARLE J. WOOD and wife, Patricia, their second child, Marta Marie.



JAMES W.
FINEGAN



EDWARD
MCCREADY

'55

WILLIAM F. BOYLE was successful in winning one of five places on the Democratic

1967 Annual Homecoming

LA SALLE's third annual Homecoming Weekend will be held later than usual this year, Nov. 17 through 19, and will include for the first time the highly-successful student Tap-Off Rally and a club football game.

The new plans were announced by Alumni President, Daniel H. Kane, '49, who appointed James J. Kenyon, '63, general weekend chairman; Raymond P. Loftus, '65, stag reunion chairman, and J. Russell Cullen, '60, dinner-dance chairman.

La Salle's new basketball coach, Jim Harding, will be the featured speaker at the Stag Reunion, Friday night, Nov. 17, in the College Union. Other features of the stag, all included in the \$3.00 admission charge, will be music of a local string band, the Monte Carlo casino in the Club Room, sports films, door prizes and the usual beer'n'pretzels.

La Salle's club football team will meet Adelphi University in McCarthy Stadium, Saturday, Nov. 18, at 2 P.M.

Ticket sales will be limited for the popular Homecoming Dinner-Dance, Saturday night. Early reservations are encouraged (\$11 per couple). The cash bar will open for cocktails at 7, dinner will be served in the ballroom at 8 and music for dancing will be provided until 1 A.M.

The Rev. Mark Heath, O.P., who had been at La Salle for 14 years before being assigned chairman of the theology department at Providence College, will be an honored guest at the dinner.

The Tap-Off Rally, sponsored by the school's Sigma Phi Lambda (spirit) fraternity, will feature a parade from Broad and Stenton to McCarthy Stadium starting at 1 P.M., a rally in the stadium featuring guest speakers and player introductions, and a brief look at the Explorer varsity and freshman quintets in the Wister Hall Gym. The 1967-68 Basketball Queen will be crowned at a student dance on Sunday evening.



Faculty sons and a daughter, members of new freshman class, are from left: Robert K. Nolan, Charles H. Eisengrein, Kathleen Rodgers, and Kevin F. Fitzgerald.



Cornelius F. (Frank) Sullivan, '39 was greeted by Vice President Humphrey at recent meeting in Washington of Federation of Teachers, of which he is national vice president.

ticket for the office of councilman-at-large in Philadelphia in the spring primary election out of a field of 33 contenders. JAMES P. PARKS, JR., has been named editor of the *Delmarva Dialog*, diocesan newspaper of Wilmington, Del. He had been an assistant city editor of the *Wilmington Journal* and previously a member of the *Wall Street Journal's* editorial staff.



WILLIAM F.
BOYLE



JAMES P.
PARKS, JR.

'56

PETER P. ADAMONIS received his master of education degree in guidance and accounting from Shippensburg College in August. EDMOND A. BATEMAN received a master of education degree from Temple University. JOHN P. DEVINE received his M.B.A. from Drexel Institute of Technology. GEORGE T. DUKES, the former director of the South Philadelphia Fellowship Commission office has been employed as full-time director of the North Hills Community Center. EDWARD B. HOFFMAN received his M.B.A. from Temple in June. BERNARD J. McELVENNY received his Masters of Education degree from Temple. *Marriage:* ROBERT W. FISHER to Catherine Elizabeth Carroll.

'57

JOHN E. BENGOUGH has been promoted to district sales manager for the Cleveland, Columbus (Ohio) and Pittsburgh (Pa.) markets of the Pennsylvania Dutch Egg Noodle Co. FRANK GALLAGHER has been elected president of The First Penco Association, the employees' organization of The First Pennsylvania Banking and Trust Co. Lt. JOHN R. GALLOWAY recently returned from active duty at the Naval Air Station in the Philippines. JAMES F. SMITH is manager of accounting services for the Weyerhaeuser Company Paperboard and Packaging Group in Chicago. JOHN A. SMITH received his doctor of education degree from Temple University in the field of counseling and guidance.

'58

PETER FELEDICK former chairman of the history department at La Salle College High School and instructor at Chestnut Hill College has joined the staff of R. J. Carroll Associates. JOSEPH M. GINDHART, Esq. has become associated with the law firm of Krusen, Evans and Byrne. JOSEPH R. HARRIS has been named special assistant to the deputy administrator for community relations of the New York City human resources administration. GARY J. HOLMES received his master of education degree from Temple University in the field of educational psychology. JAMES F. HOWARD, who had been acting superintendent at the Kentucky State Reformatory at La Grange, Ky., received a permanent assignment to that post. DONALD A. MARRANDINO has been listed in the 1967 volume of Outstanding



Members of the Los Angeles chapter met this summer in Hollywood.

Young Men in America. EDWARD J. McDEVITT is now associated with the stock exchange firm of Goodbody & Co. EDWARD J. MORRIS has been appointed a city solicitor for Philadelphia. *Birth:* to PETER FELEDICK and wife, Winifred, a daughter, Raissa Veronica.

'59

JOHN A. COPPOLA, group leader in endocrine research at Lederle Laboratories, lectured recently in England at a meeting of the Society for Study of Fertility, held at the University of Exeter. JOHN M. CUNNINGHAM has been appointed assistant manager of the Ardmore, Pa., office of Woodcock, Moyer, Fricke & French, Inc. Brother ANTHONY GREWAY, F.S.C., has been appointed principal of Pittsburgh Central Catholic High School. JOSEPH P. MALLEE received an M.B.A. degree from Drexel Institute of Technology. JOHN P. McLAUGHLIN has been appointed special assistant to Carl L. Marburger, new Commissioner of State Education for New Jersey. He had been a political reporter for the Trenton Times. THOMAS J. RODGERS received a master of business administration degree from Drexel Institute of Technology. He was the first to complete a degree program under First Pennsylvania Bank's education tuition allowance.

'60

ROBERT B. ADAIR received a master of arts degree from Niagara University. LOUIS CIAVERELLI received an M.B.A. in industrial management from Temple University. DONALD E. D'ORAZIO has been named to the Rosemont College psychology department. JOSEPH J. FRANCIS, Norristown district manager of the Pennsylvania Manufacturers' Assn. Insurance Co., has been named by the Montgomery County Commissioners to the county safety council. Rev. JOSEPH A. IACOVINO has been named Neuman Chaplain

to Rutgers College of South Jersey. JOHN H. MULHOLLAND received a master of science degree in Library Science from Drexel Institute of Technology. JOSEPH D. ROMAGNOLI has been advanced to "A" Engineer by the RCA systems engineering, evaluation and research (SEER) activity at Moorestown, N. J. JOSEPH R. WALTON was promoted to treasurer at the Abraham Lincoln Federal Savings and Loan Association. *Marriage:* J. LEONARD SIKORSKI to Pamela Marie Gilman.



JOHN M.
CUNNINGHAM



JOHN P.
McLAUGHLIN

'61

Capt. VINCENT P. ANDERSON received the Bronze Star Medal for meritorious service in the Judge Advocate General's Corps in Vietnam. ANTHONY J. EVANGELISTO received a master of education degree from Temple University. THEODORE W. GRABOWSKI has accepted a teaching position at Holy Ghost Prep in Cornwells Heights, Pa. HILMAR P. HAGEN was recently graduated with an M.B.A. from Seton Hall University and was promoted to coordinator of industrial relations at the Cliffwood Glass plant of American Can Co. JOSEPH L. HEPP has been promoted to financial director for St. Peters College, Jersey City. JOHN E. KATZ

received an M.B.A. from Drexel Institute. THOMAS F. LYNCH is executive director of the Mercer County Community Action Council. JOHN MAC LAUGHLIN is an administrative assistant at the First National Bank of Miami, Fla. JAMES T. McLAUGHLIN and DOMINIC A. PILEGGI received M.B.A. degrees from Drexel. *Marriage:* THOMAS A. DUFFY to Eileen Mary Schmid.

'62

FRANCIS J. DiCIURCIO has been named placement director of Computer Educational Institute, Philadelphia. EUGENE M. LEPINE, M.D. completed his internship at Geisinger Medical Center, Danville, Pa., and will continue there as a resident in Internal Medicine. At the completion of his internship, he was the recipient of the Montour County Medical Association's essay award. JOSEPH LYONS has been named director of sales in Philadelphia for Reading Laboratory, the nation's oldest speed-reading course. He recently received his M.A. in English from Temple University. LAWRENCE J. MAHER is technical representative for the Kimble Products Division in the New York City area. JEROME SINGER completed the orientation course for officers of the U.S. Air Force Medical Service at Sheppard AFB, Tex.

'63

HERBERT E. COHEN received his M.D. degree from Hahnemann Medical College and is interning at Albert Einstein Medical Center. PATRICK CRONIN is director of training in Philadelphia for Reading Laboratory, Inc., a firm he joined last year. JEFFREY IAN DAMSKER received his M.D. degree from Hahnemann Medical College and will intern at Germantown Hospital, Philadelphia. GEORGE D. DiPALTO received his master of education degree in educational administra-

tion from Temple University. EDWARD J. COVERDALE, III, received his M.D. degree from Jefferson Medical College and will intern at Misericordia Hospital, Philadelphia. RICHARD L. DUSZAK, C.P.A., has been promoted to audit supervisor of Peat, Marwick, Mitchell & Co. JOHN W. GREIS received his master of education degree in elementary education from Temple. THOMAS J. HALLINAN, D.D.S., completed the orientation course for officers of the U.S. Air Force Medical Service at Sheppard AFB, Tex. JOHN J. KEANE received an M.S. in engineering and science from Drexel Institute. JOHN J. LAFFERTY received a master of education from Temple. FRANCIS P. MADDEN received his M.D. degree from Jefferson Medical College and will intern at Misericordia Hospital, Philadelphia. JOSEPH J. MINGRONI received his master of education degree in elementary education from Temple. JOSEPH A. MURPHY received his M.D. degree from Hahnemann Medical College and will intern at Lancaster General Hospital. CHARLES A. PAYNE completed a medical specialist course at the Army Medical training Center, Ft. Sam Houston, Tex. JAMES P. REICH received his D.M.D. degree from Tufts University dental school and is now with the U.S. Air Force at Sheppard AFB, Tex. ANTHONY J. RUSSO has been promoted to Captain in the U.S. Air Force at Soundstrom AFB, Greenland, where he is communications officer. *Marriage:* THOMAS L. HAGENBARTH to Sandra Ann Cupini.

'64

JOSEPH G. CAFFEY has entered U.S. Air Force pilot training at Webb AFB, Tex. VINCENT P. COONEY has been promoted to wholesale creditman at the Philadelphia Accounting and Computer Center at Mobil Oil Co. FRANCIS X. DUNBAR is a senior development chemist in the chemicals product development department at Atlas Chemical Industries, Inc. He received his M.S. in polymer chemistry from Michigan Technological University, Houghton. THOMAS J. GAUL received the Army Parachutist Badge upon completion of the Infantry School's three-week airborne course at Ft. Benning, Ga. BERNARD G. GIESSNER received a master of science degree in chemistry from the University of Delaware. EDWARD D. GUDERA received an M.A. in English from Temple University. CHARLES F. HARVEY received a master of education degree from Temple. DANIEL E. HEBDEN received an M.A. in sociology from Temple. PAUL M. KILBRIDE received his master of education degree from Temple. JAMES J. KIRSCHKE was promoted to the rank of Captain by the U.S. Marine Corps. WALTER M. MATHEWS received his master of education degree from Temple. MARIO V. MELE received an M.A. in physics from Temple. DENNIS METRICK received an M.A. in philosophy from Pennsylvania State University. First Lt. ALBERT RUPPERT is an aircraft maintenance officer at Udorn Royal Thai AFB, Thailand. *Marriage:* VINCENT J. PANCARI to Celia Marie Falciani.

'65

First Lt. ALBERT C. BANFE has been graduated from the Mather AFB, Calif., training course for U.S. Air Force electronic warfare officers. LEO V. BELLEW received his master of science degree in mathematics from the Case Institute of Technology. RAYMOND C. CARDEN received an M.B.A. degree and ROBERT J. CARTON, an M.S. degree in environmental science from Drexel Institute. ATTILIO E. DE FILIPPIS received his M.A. in French from Temple University and has



GEORGE LAUT

accepted a teaching position at the U.S. Coast Guard Academy, New London, Conn. NICHOLAS J. DEL SORDO has joined the controllers' department of Atlas Chemical Industries, Inc., as an accountant. JOHN P. and MARTIN J. DOOLEY received masters degrees in library science from McGill University. JOHN LAPHEN has been appointed district sales manager for the Camden, N. J., office of the Gmphenol Sales Corp. GEORGE LAUT has joined the Spring House research laboratories of the Rohm & Haas Co. CARL P. MCCARTY received an M.A. in mathematics from Temple. HUGH J. O'NEILL has been promoted to methods analyst in the systems and methods department of the Travelers Insurance Companies, Hartford, Conn. WILLIAM J. REESE has been named administrative assistant to the township manager of West Goshen, Chester County, Pa. JOSEPH N. ZALUSKI joined the Liberty Mutual Insurance Companies and has been assigned to the companies' Baltimore office. RONALD J. ZELLER received the degree "jurist doctor" from Ohio State University. *Marriage:* JOHN O. GARDNER to Frances Ann Rooney; LEWIS C. DWYER to Frances Edwina Schumen; THOMAS CARDOSO to Alice Notaris.



FRANCIS J. MCGOVERN

DAVID C. COSTIGAN has been assigned by the Air Force to Dover AFB, Del., for training and duty as an administrative specialist. JAMES T. DUNPHY was commissioned an Army second lieutenant on completion of the Ordnance Officer Candidate School at Aberdeen Proving Ground. JOHN J. ENGLISH was promoted to Army specialist four in Germany. RICHARD A. FORD was commissioned an Army second lieutenant after graduating from the Infantry Officer Candidate School, Ft. Benning, Ga. GEORGE J. KEANE and FRANK P. LEDONNE were commissioned Army second lieutenants at Ft. Lee, Va. JOSEPH J. LUBONSKI has been selected for technical training at Sheppard AFB, Tex. CARL MARINELLI is assistant personnel director of Creative Playthings, Inc. of Princeton, N. J. FRANCIS J. MCGOVERN has been named the assistant director of alumni for the College. He had served the U.S. Defense Department as a management analyst. JOHN RUTKOWSKI is associated with Bache and Co., Inc. as a registered representative in their Scranton, Pa. office. THOMAS S. SOUSA was commissioned an Army second lieutenant on completion of the Quartermaster Officer Candidate School at Ft. Lee, Va.



Thomas Lynch, '62 (left) and John J. Kelly, '39 (right) greet District Attorney Arlen Specter who spoke at recent Downtown Luncheon Club meeting.

La Salle Vignettes



Walt Brough / *man from Mannix*

Hollywood is happy time, Fantasyland, USA. Except for the hundreds of actors, writers and other movie types who make their living (sometime) in the erstwhile Movie Capital of the World. Ask **Walter Brough, '49**, who overnight did not achieve international acclaim as a script writer for movies and television. It took all of 15 years. Since heeding the advice of Horace Greely just after receiving his La Salle degree, Brough held about every kind of job in and around Hollywood to make a living while pursuing a writing career. Today, he is a member of the Screen and Television Writers Guilds, has written scripts for many of the most successful TV shows over the past

few years, and was executive producer of Vincent Edwards productions for 1965-66. Among his more prominent credits are scripts for "The Fugitive," "Dr. Kildare," "Bronzed," and "Slattery's People." His more current entries are to be seen on "Mannix," the new CBS-TV private eye series each Saturday. His initial "Mannix" effort will probably be aired this December. Brough's first TV scripts (on "Kildare") appeared during 1958-59, the year he received an M.A. in theatre from the University of Southern California. He is a dedicated bachelor and promoter of California, and eventually hopes to establish his own theatre in the Los Angeles area.

Bernie McCormick / *brave young writer*



A La Salle grad in the Chester area tells a story. It's not such a funny story. Not that it's sad, either. It seems the local residents tremble at the sight of a journalist type who writes a doily newspaper column. The paper is the Delaware County Times. The journalist is **Bernard McCormick, '58**. He is also prominent and widely acclaimed as the founder of Knicker-Soccer Day on the La Salle campus. But that's not the story (although it could be). Imagine the fear and disconcertion of the good people of Chester (those who know Bernie McCormick, at least) when they know they may be the subject for his column the very next day. They could turn-up in a story about bounties on rat tails, or about poverty, or slums, or anything like that. Bernie digs slums and poverty, which is not unusual for affluent young writers. So when we learned Bernie had recently grown a beard, we knew he was the man to write the cover story for this issue, especially since he also writes for Philadelphia Magazine, which is another fearless magazine with many brave young writers, not the least among them Associate Editor McCormick. Imagine how disconcerting Bernie can be in the pages of such a fearless magazine. Nearly everyone reads such a disconcerting magazine. In fact, nearly everyone who is anyone has been disconcerted by the magazine. Even Mayor Tate. That's why we asked Bernie to write our cover story, which we hope you find disconcerting.



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